

# IMRaD

## Research Format

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Member, URB-REC

Faculty Member, SNS/ Graduate School

A photograph of a modern university building with a dark grey facade and large windows. The building is partially obscured by a large, flowing red ribbon graphic that curves across the right side of the slide. The sky is blue with some white clouds.

UNIVERSITY OF  
**Baguio**

# Disclaimer

**I do not claim that the content of the presentation is entirely mine.**

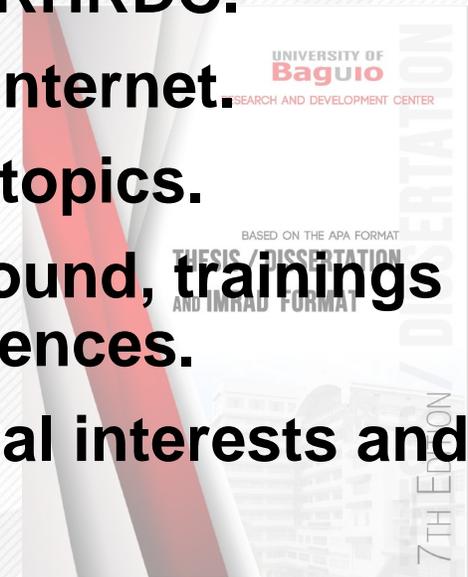
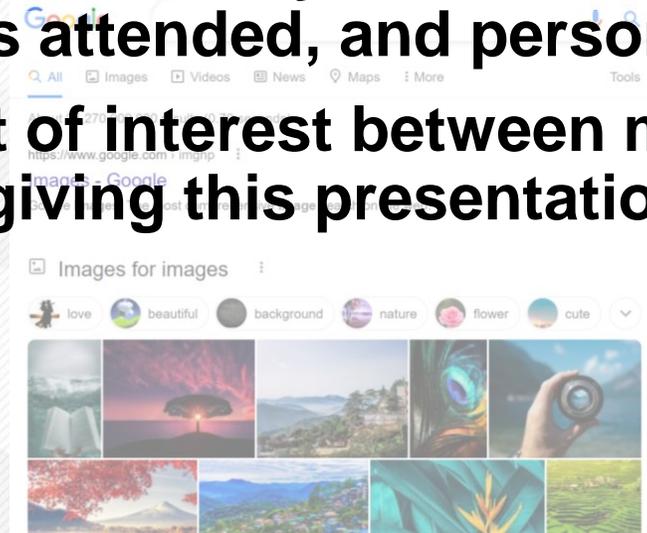
**The concepts were derived from the UB RDC format manual 7<sup>th</sup> edition the Publication Manual of APA 7<sup>th</sup> edition and CRHRDC.**

**Most of the images I used were taken from the internet.**

**I also make no claim to be an authority on the topics.**

**My discussion are based from my educational background, trainings and workshops attended, and personal experiences.**

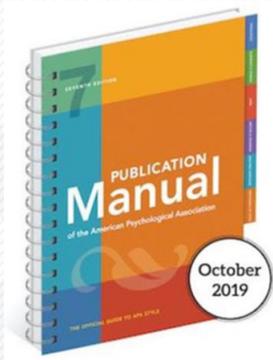
**There is also no conflict of interest between my personal interests and giving this presentation.**



# LEARNING OBJECTIVES

By the end of the session, the learner should be able to:

1. realize the importance of IMRaD format;
2. comply properly with IMRaD guidelines;
3. write research paper following the IMRaD format;
4. publish scholarly work in an accredited publication following the IMRaD guidelines; and
5. organize Public Lectures and Research Presentations guided by the IMRaD.



# Importance of Format

- The physical appearance of a paper can enhance or detract from it.
- A well-prepared paper encourages editors and reviewers to view authors' work as professional.
- Instructors are more likely to regard students' work when they have written a well-prepared paper.

## Mechanical flaws

- lead reviewers or instructors to misinterpret content
  - question the authors' expertise or attention to detail
  - students may receive a lower grade because of formatting errors.
- ❖ Publishers will use your word-processing file to produce the typeset version of your article, so it is **important that you properly format your article.**

# IMRaD

pronounced “im-rad” format

acronym for:

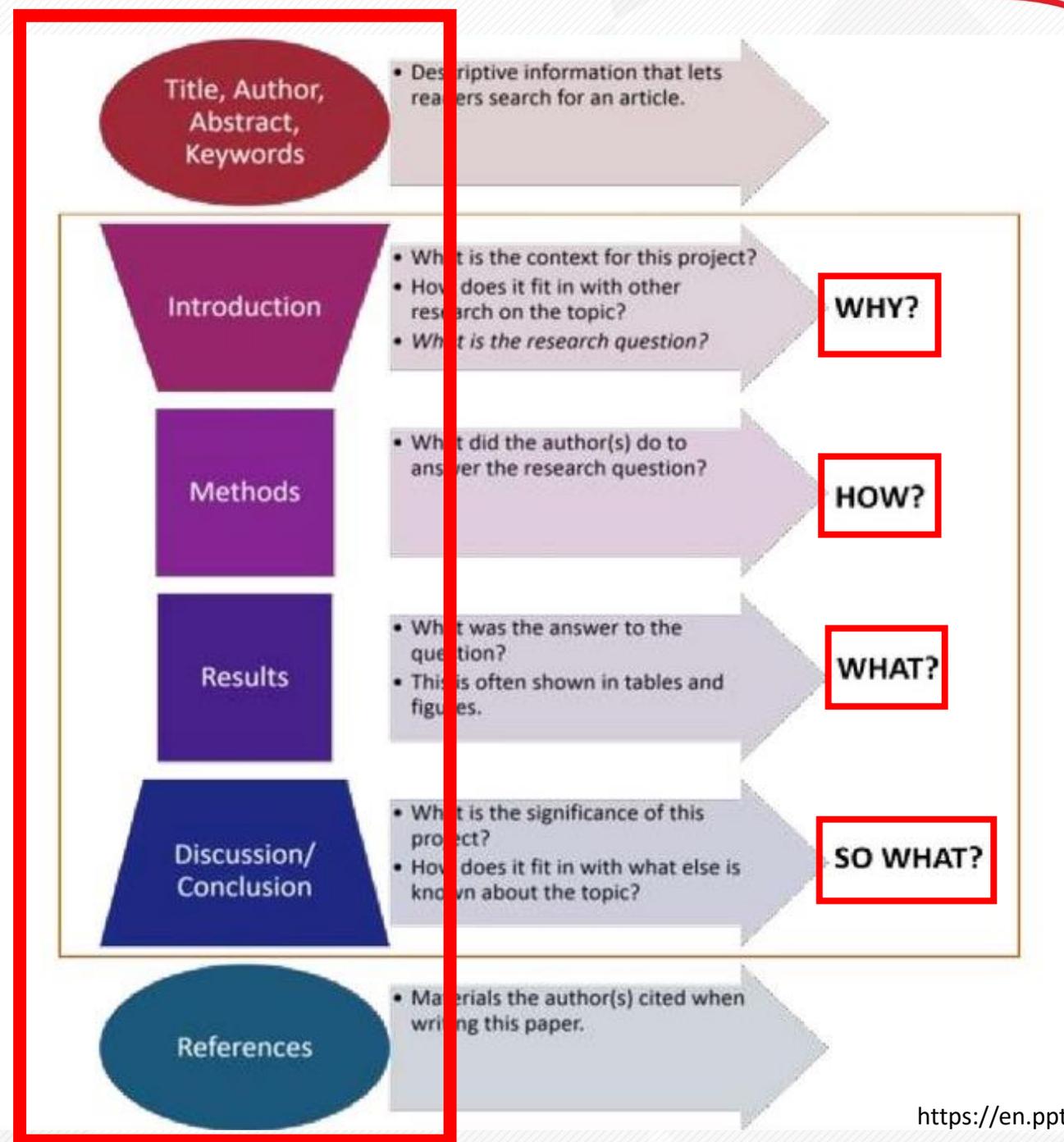
**I**ntroduction

**M**ethod

**R**esults

**and**

**D**iscussion



# IMRaD

- most commonly used format in scientific article and journal writing
- used widely across most scientific and research fields.
- major components of this format are similar to the Germanic format but in a more concise presentation.



CHALLENGES  
AND PROSPECTS  
FOR PUBLISHING  
ARTICLES

# Overview

## Germanic Format

### CHAPTER 1

#### THE PROBLEM

##### Background of the Study

This refers to the overview of the research which

### CHAPTER 2

#### DESIGN AND METHODOLOGY

Make an introductory paragraph of this chapter.

### CHAPTER 3

#### PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Provide introductory statements or paragraph about

### CHAPTER 4

#### CONCLUSIONS AND RECOMMENDATIONS

Make an introductory paragraph of this chapter.

### REFERENCES

#### Books

Journals/Magazines/Newspapers

Unpublished Materials

Electronic and Online Sources

Others

## IMRaD Format

Oriokot et al. BMC Research Notes 2011, 4:250  
http://www.biomedcentral.com/1756-0500/4/250



RESEARCH ARTICLE

Open Access

### The introduction, methods, results and discussion (IMRAD) structure: a Survey of its use in different authoring partnerships in a students' journal

Lorraine Oriokot<sup>1\*</sup>, William Buwembo<sup>2†</sup>, Ian G Munabi<sup>2\*</sup> and Stephen C Kijambu<sup>3†</sup>

#### Abstract

**Background:** Globally, the role of universities as providers of research education in addition to leading in main-stream research is gaining more importance with demand for evidence based practices. This paper describes the effect of various students and faculty authoring partnerships on the use of the IMRAD style of writing for a university student journal.

**Findings:** This was an audit of the Makerere University Students' Journal publications over an 18-year period. Details of the authors' affiliation, year of publication, composition of the authoring teams and use of IMRAD formatting were noted. Data analysis gave results summarised as frequencies and, effect sizes from correlations and the non parametric test. There were 209 articles found with the earliest from 1990 to latest in 2007 of which 48.3% were authored by faculty only teams, 41.1% were authored by student only teams, 6.2% were authored by students and faculty teams, and 4.3% had no contribution from the above mentioned teams. There were significant correlations between the different teams and the years of the publication ( $t_s = -0.338$   $p < 0.01$  one tailed). Use of the IMRAD formatting was significantly affected by the composition of the teams ( $\chi^2$  (2df) = 25.621,  $p < 0.01$ ) especially when comparing the student only teams to the faculty only teams. ( $U = 3165$   $r = -0.289$ ). There was a significant trend towards student only teams over the years sampled. ( $z = -4.764$ ,  $r = -0.34$ ).

**Conclusions:** In the surveyed publications, there was evidence of reduced faculty student authoring teams as evidenced by the trends towards students only authoring teams and reduced use of IMRAD formatting in articles published in the students' journal. Since the university is expected to lead in teaching of research, there is need for increased support for undergraduate research, as a starting point for research education.

**Keywords:** research, education, publications, undergraduate, IMRAD

#### Background

Globally there is an increasing awareness of the importance of research for developing guidelines to direct social and economic interventions [1,2]. Research involves the critical analysis of each and every solution to a problem using the scientific method to identify the best evidence based solution for action at the time. Research is thus the foundation of evidence based practice [3,4]. Society expects universities to lead both the

teaching and carrying out of research. This expectation has led to various policy recommendations and initiatives to promote research and innovation. An example of such a policy recommendation can be found in United States of America, where Gonzalez (2001) identifies the 1998 Boyer commission report encouraging universities to place more emphasis on undergraduate research experiences [5]. According to Laskowitz et al (2010), Stanford and Duke Universities have been running undergraduate research programmes for the last 40 years that instil in students an appreciation for rigorous research in academic medicine [6]. In Australia, students picked life skills like time management so long as they dealt with authentic science and had good supervision

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† Contributed equally

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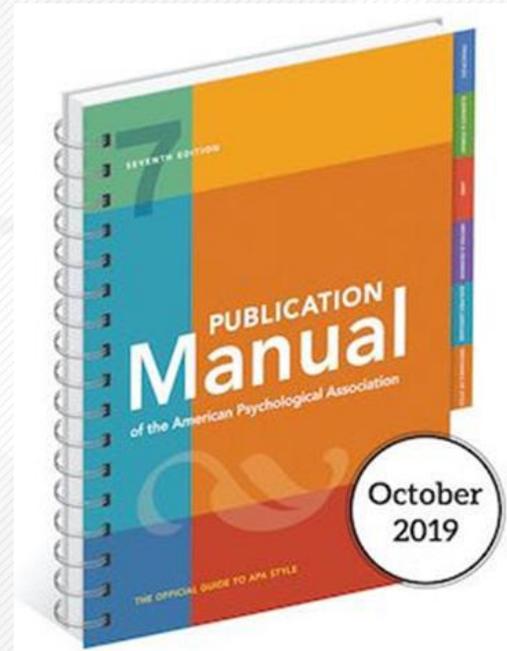
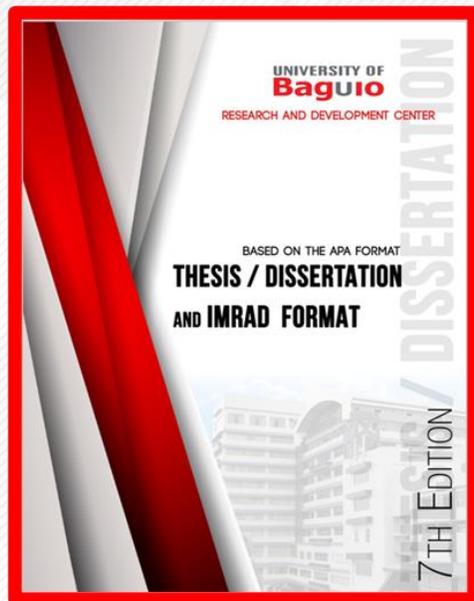
Full list of author information is available at the end of the article



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# Reminder

publishers require their own template in the submission of the journal



<https://bit.ly/3BiOill>

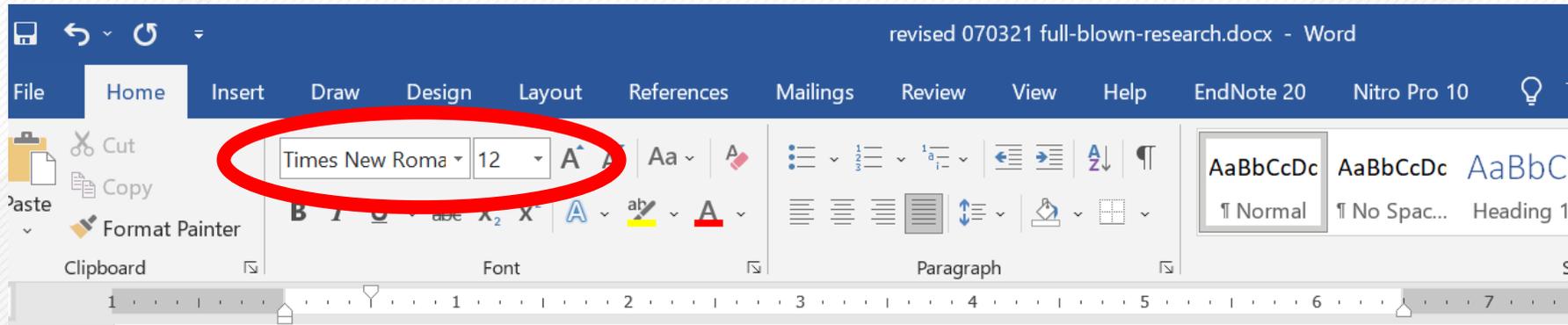
UNIFORMITY



**Format**

Font style and size

Line spacing 1.5"



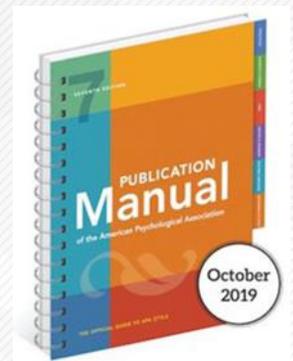
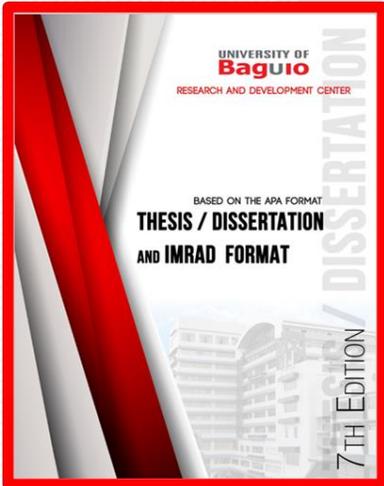
### INTRODUCTION

Home teleworking, associated with sedentary behavior, may suppose a threat to health.

→ The novel SARS-CoV2 (COVID-19) infection has been declared a pandemic by the World Health Organization in early 2020, it has now become a significant public health threat worldwide. Since then, there is a significant challenge to health care. Health care is defined as efforts made to maintain or restore physical, mental, or emotional well-being (Merriam-Webster, 2020).

→ The education sector is one of the most affected fields by the COVID-19 pandemic. Schools have become the most vulnerable to the virus, as they involve school personnel, students, parents, and other stakeholders. The implementation of social distancing in schools was enforced to contain the spread of the virus (World Health Organization, 2020). The Philippines' education system, faces challenges in transitioning to alternative learning modalities. Thus, in accordance with the pertinent Department Order (DO) No. 7722, otherwise known as the "Higher education institutions' response to COVID-19" (CHED, 2020), and Commission on Higher Education (CHED) Resolution No. 412-2020, series of 2020, the Commission on Higher Education (CHED) hereby adopts and promulgates the following Guidelines on Flexible Learning (FL) to be implemented by public and private Higher Education Institutions (HEIs) (CMO No. 04 series of 2020). These stimulations are cascaded in the

**2.21 Line Spacing**  
**Do not add extra spacing between paragraphs.** p. 45

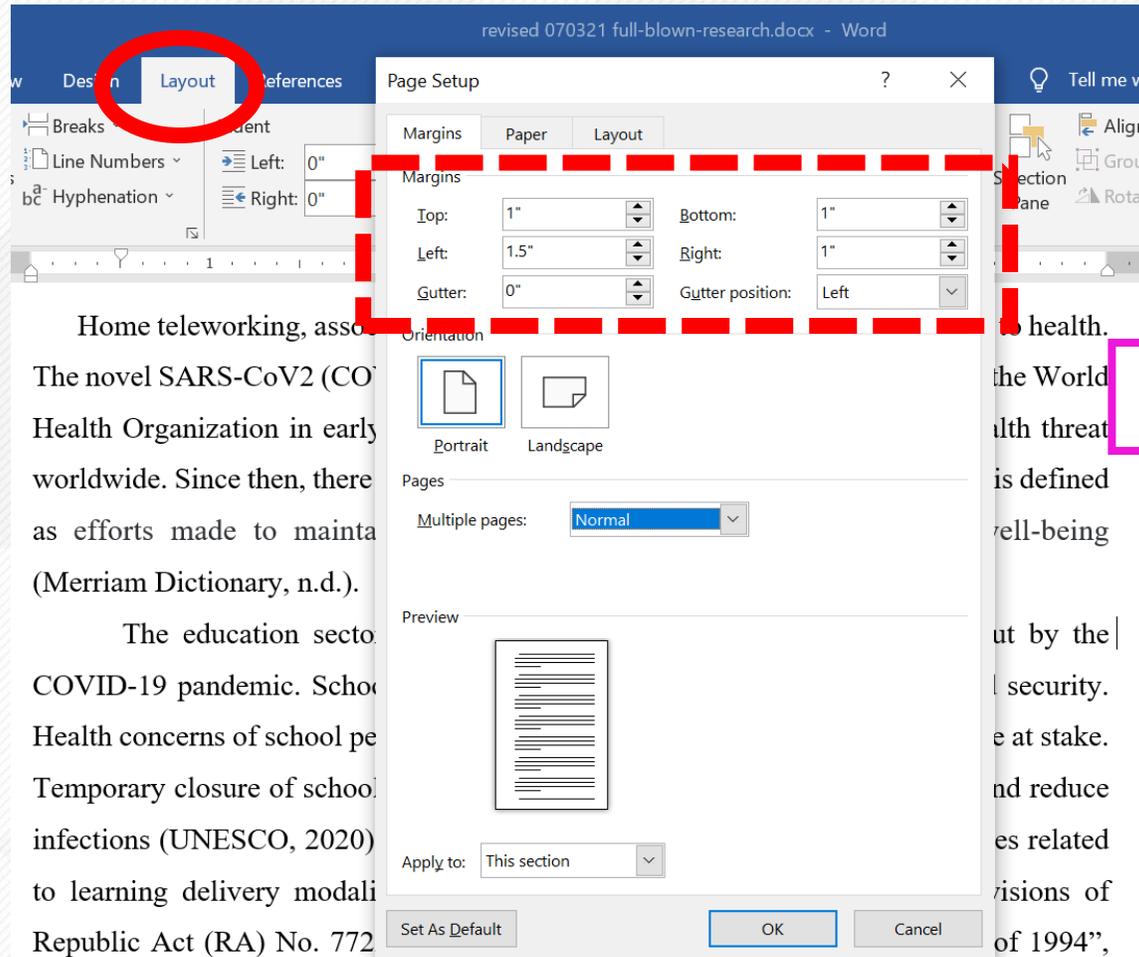


# More fonts to choose from - **APA 7<sup>th</sup> ed**

- ✓ Times New Roman (12 pt) – 6<sup>th</sup> edition
- ✓ Arial (11pt)
- ✓ Georgia (11pt)
- ✓ Calibri (11pt)
- ✓ Lucida Sans Unicode (10pt)

The most important thing is that the font should be easy to read for everyone.

# Margin



Top 1"

"University of Baguio health care practices and telework in the new normal"

*Jacqueline B. Bonifacio*

*Geraldine M. Agnes*

*Jaleh V. Gacayan*

School of Natural Sciences

## INTRODUCTION

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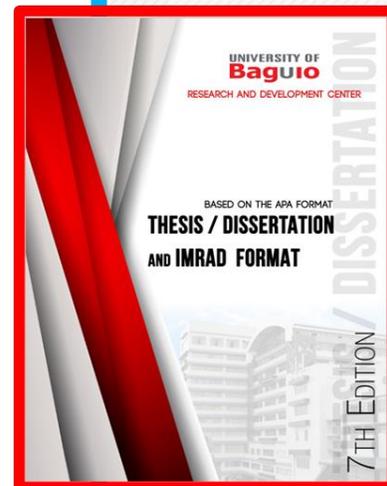
The education sector is one of the most affected fields brought about by the COVID-19 pandemic. Schools have become the most vulnerable to safety and security. Health concerns of school personnel, students, parents, and other stakeholders are at stake. Temporary closure of schools was enforced to contain the spread of the virus and reduce infections (UNESCO, 2020). The Philippines' education system, faces challenges related to learning delivery modalities. Thus, in accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "Higher education Act of 1994", Republic Act No. 11469, otherwise known as the "Bayanihan to Heal as One Act", and by virtue of Commission on Banc (CEB) Resolution No. 412-2020, series of 2020, the Commission on Higher Education (CHED) hereby adopts and promulgates the following Guidelines on Flexible Learning (FL) to be implemented by public and private Higher Education Institutions (HEIs) (CMO No. 04 series of 2020). These stipulations are cascaded in the University of Baguio Flexible Learning Approach Primer. As guided by the primer, the different schools crafted the Policies, Procedures, and Guidelines (PPG) for flexible learning aligned to the needs of their programs. Moreover, the teaching and learning activities immediately shifted to complete E-learning. E-learning is the type of learning that makes use of Information and Communication Technologies (ICTs). The incorporation of technological resources and innovative education strategies has transformed the teaching and learning processes. This implementation necessitates teachers accepting the new norm of education.

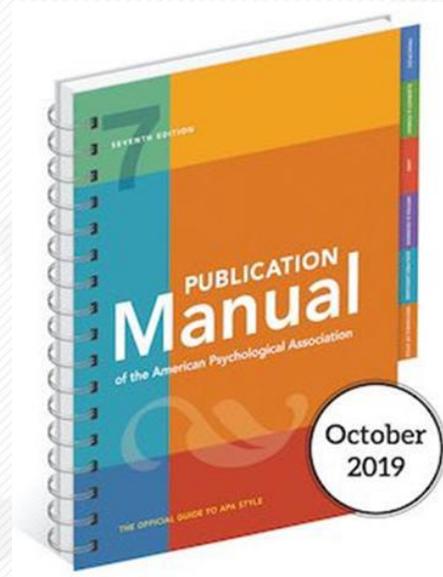
Telework is defined as the use of information and communications technologies (ICTs), such as smartphones, tablets, laptops, and desktop computers, for work that is performed outside the employer's premises (Eurofound & ILO, 2017). In other words, telework implies work achieved with the help of ICTs and conducted outside the employer's locations. The innovative flexible learning strategies includes telework or telecommuting, which is a concept of flexible work arrangements predominantly driven by the Human-Computer Interaction (HCI) community,

Left  
1.5"

Right  
1"

Bottom 1"

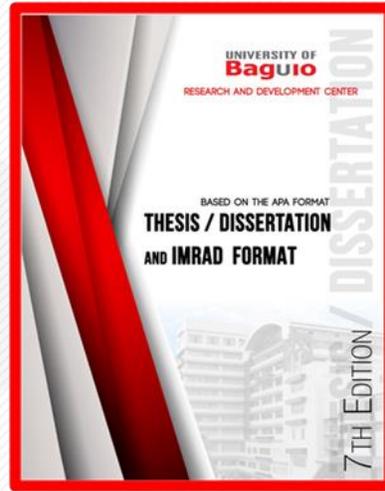
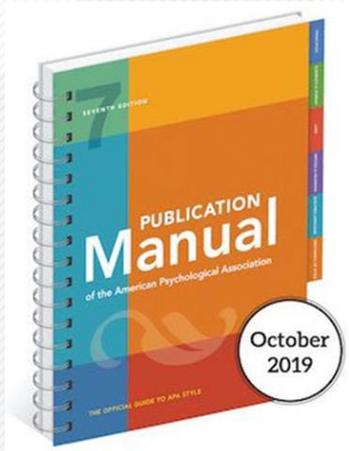




## 2.22 Margins

Use 1-in. (2.54-cm) margins on all sides (top, bottom, left, and right) of the page. This is the default page margin in most word-processing programs. Dissertations and theses may have different requirements if they are to be bound (e.g., 1.5-in. left margins).

# Format



## 2.24 Paragraph Indentation

Indent the first line of every paragraph **0.5 in.** For consistency, use the **tab key** or the **automatic paragraph-formatting function** of your word-processing program. The default settings in most word-processing programs are acceptable.

## 2.23 Paragraph Alignment

Align the text to the left and leave the right margin uneven ("ragged"). Do not use full justification, which adjusts the spacing between words to make all lines the same length (flush with the margins). Do not manually divide words at the end of a line, and do not use the hyphenation function to break words at the ends of lines. Do not manually insert line breaks into long DOIs or URLs; however, breaks in DOIs or URLs applied automatically by a word-processing program are permissible.

### "University of Baguio health care practices and telework in the new normal"

*Jacqueline B. Bonifacio*

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School of Natural Sciences

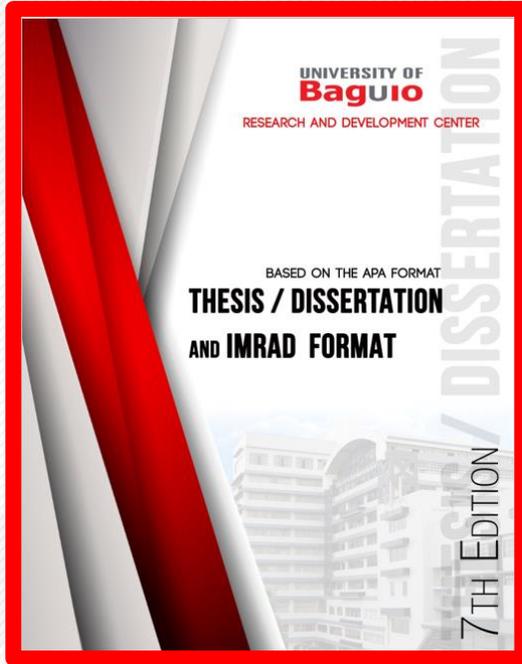
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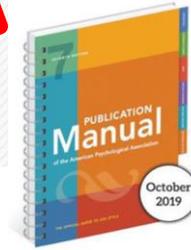
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# Section Heading



## 2.21 Line Spacing

It is not necessary to add blank lines before or after headings, even if a heading falls at the end of a page. Do not add extra spacing between paragraphs.



3. What is the relationship between the health care practices and telework in the new normal among the UB faculty members?

Ho: There is no relationship between the health care practices and telework in the new normal among the UB faculty members?

4. What effective road map on health care practices and telework in the new normal can be conceived based from the results of the study?

### METHODOLOGY

#### *Research Design*

The study will use a correlational research design to establish a relationship between the extent of observance of health care practices with gender, age, school, and number of preparations and the extent of telework among the UB faculty members.

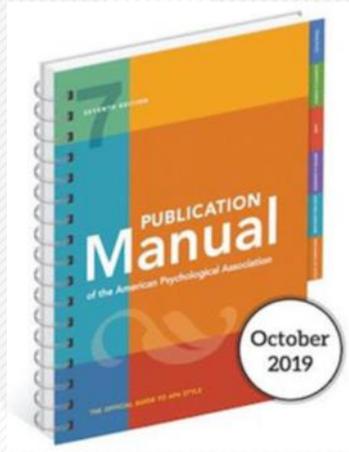
#### *Population and Locale of the Study*

The selection of participants will ensure objective and non-discriminatory procedures. Total enumeration will be employed in determining the relationship between the health care practices and telework in the new normal among the UB faculty members. This includes basic education and Tertiary level. The inclusion criteria will comprise of the UB faculty members who will consent to participate. The respondents will be grouped according to gender, age, school, and number of preparations. Faculty members who are not willing to participate, and those who will withdraw during the data collection are excluded from the study.

**Main Section Headings:** Each main section of the paper begins with a heading which should be capitalized, emboldened, left justified, and double spaced from the lines above and below. Do not underline the section heading OR put a colon at the end.

**Subheadings:** Subheadings should be capitalized (first letter in each word), left justified, and bold italics.

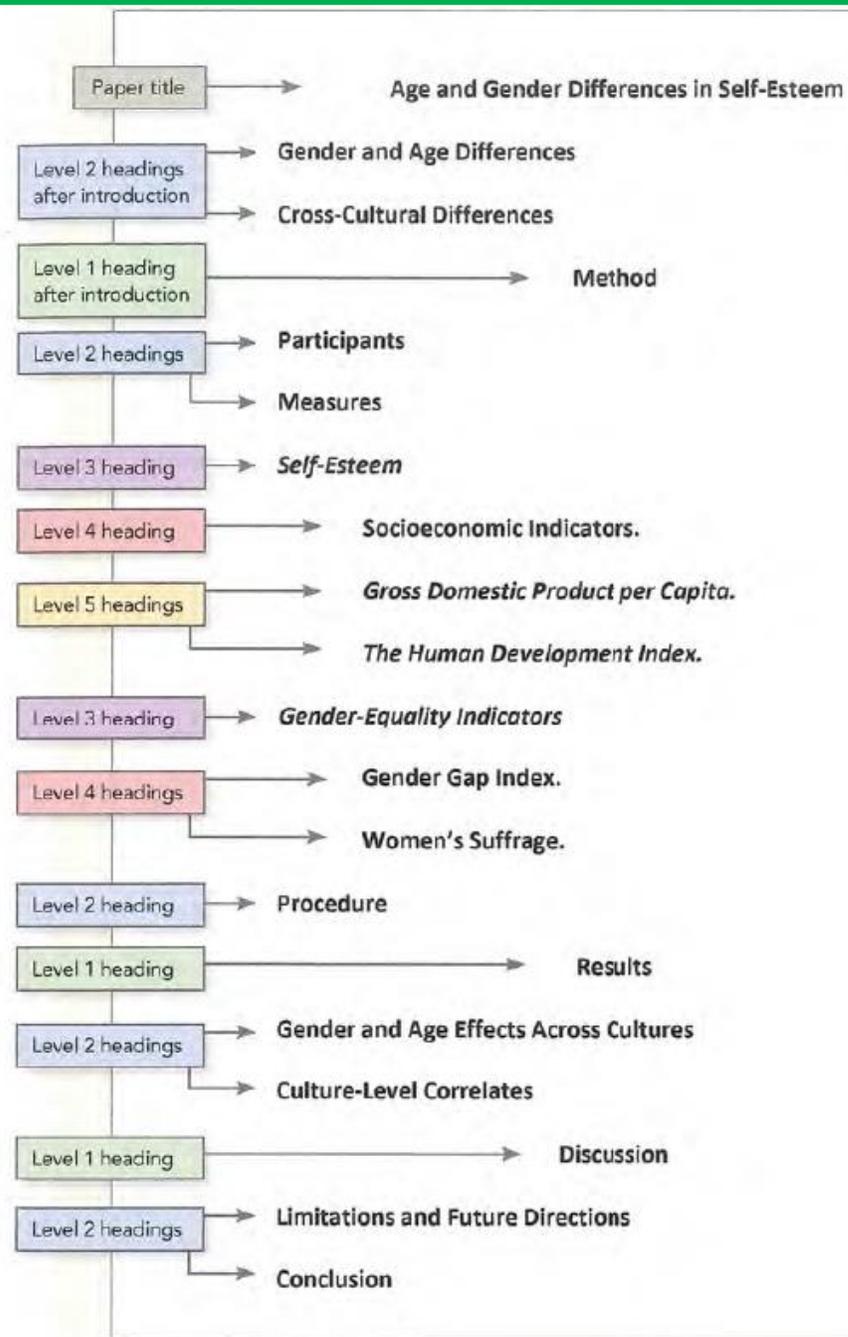
# Section Heading



**Table 2.3** Format for the Five Levels of Heading in APA Style

Level	Format
1	<b>Centered, Bold, Title Case Heading</b> Text begins as a new paragraph.
2	<b>Flush Left, Bold, Title Case Heading</b> Text begins as a new paragraph.
3	<b>Flush Left, Bold Italic, Title Case Heading</b> Text begins as a new paragraph.
4	<b>Indented, Bold, Title Case Heading, Ending With a Period.</b> Text begins on the same line and continues as a regular paragraph.
5	<b>Indented, Bold Italic, Title Case Heading, Ending With a Period.</b> Text begins on the same line and continues as a regular paragraph.

Note. In title case, most words are capitalized (see Section 6.17).



# Pagination

"University of Baguio health care practices and telework in the new normal"

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School of Natural Sciences

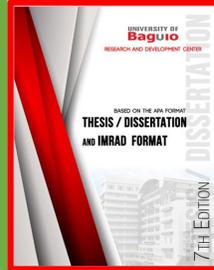
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The education sector is one of the most affected fields brought about by the COVID-19 pandemic. Schools have become the most vulnerable to safety and security. Health concerns of school personnel, students, parents, and other stakeholders are at stake. Temporary closure of schools was enforced to contain the spread of the virus and reduce infections (UNESCO, 2020). The Philippines' education system, faces challenges related to learning delivery modalities. This in accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "Higher education Act of 1994", Republic Act No. 11469, otherwise known as the "Heal as One Act", and by virtue of Commission on Higher Education Order No. 10, s. 2020, the Commission on Higher Education has issued the following Guidelines on Flexible Learning Delivery Modalities for Higher Education Institutions.

Universities and schools are using different learning aligned to the needs of students. Learning activities immediately shifted to complete E-learning that makes use of Information and Communication Technology (ICT). The incorporation of technological resources and innovative educational strategies has transformed the teaching and learning processes. This implementation necessitates teachers accepting the new norm of education.

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the Human-Computer Interaction (HCI) community, that has vastly increased in recent months due to lockdowns and other measures in response to the COVID-19 pandemic (Fischer, 2021).

Regarding this norm, Almarcha et al. (2021) said that the norm of social

2

3

with students, and their students' academic and social result (Sokal et al., 2020). The burnout feeling among teachers which and stressed state of the mind could be contagious (Mishra, 2020). Only when a teacher understands how to care for their own mental health will they be able to provide a safe learning environment for their students. Teachers must have needed well-being techniques to help their mental, emotional, and physical well-being at this critical moment

4

Health and fitness concepts, in the study of Almarcha et al. (2021), have been recently redefined based on a network physiology approach (Ivanov et al., 2016). Sturmburg et al. (2019) define health as a dynamic emergent state arising from nested networks interactions, and Pol et al. (2020) define fitness as the capacity to survive in a broad range of contexts and point out that such capacity cannot be reduced to endurance and strength dimensions as proposed by current ACSM and WHO main guidelines. In fact,

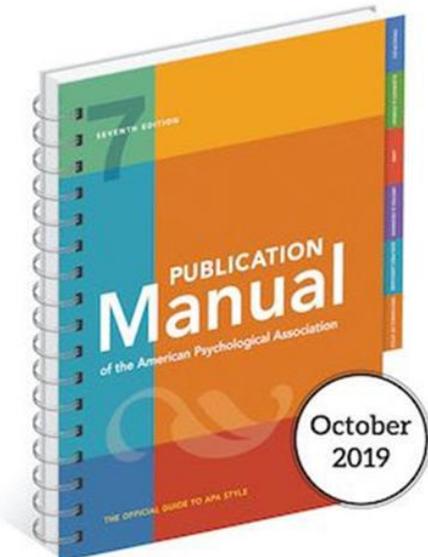
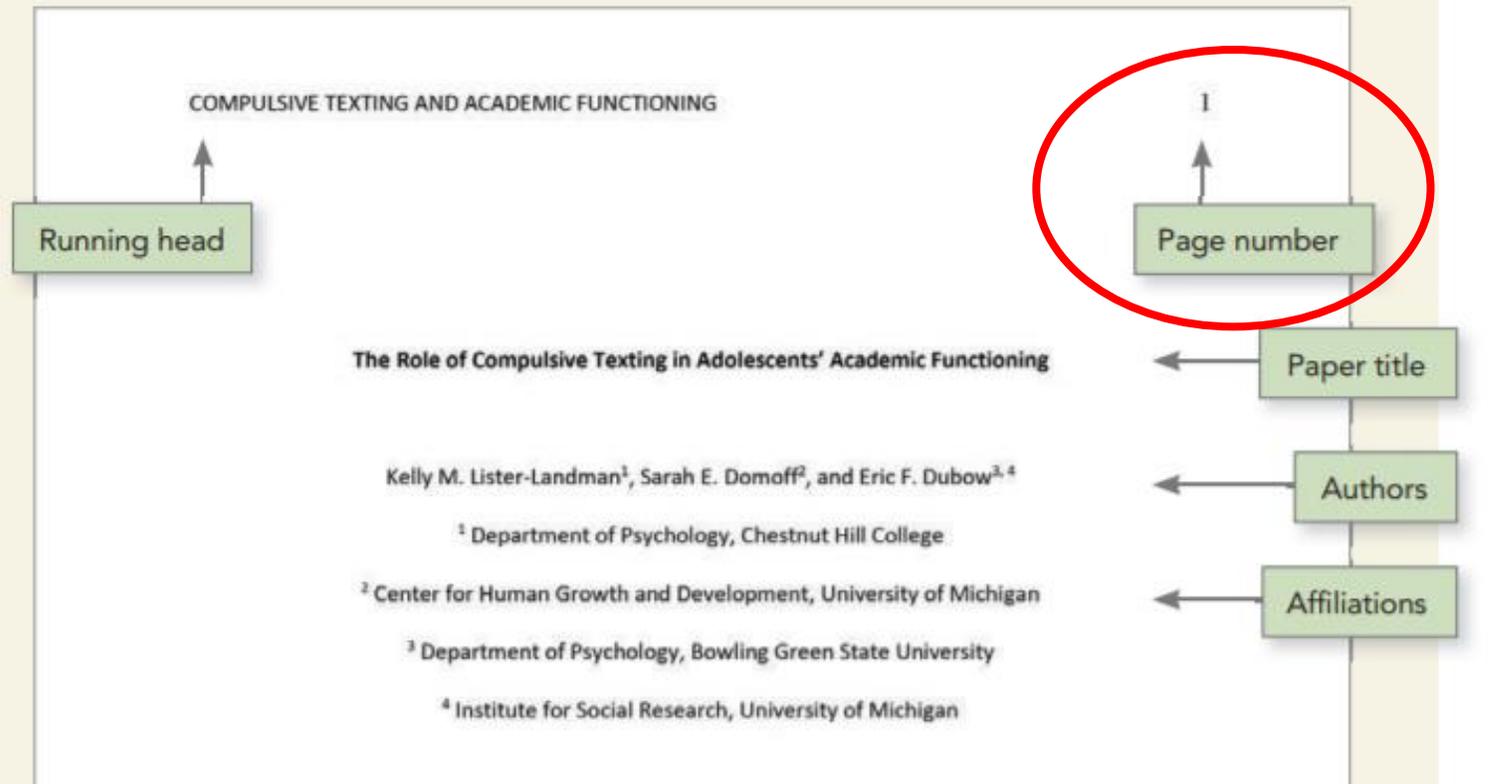
Pagination: Top of page, right side, page # should appear on all pages except for the first page.



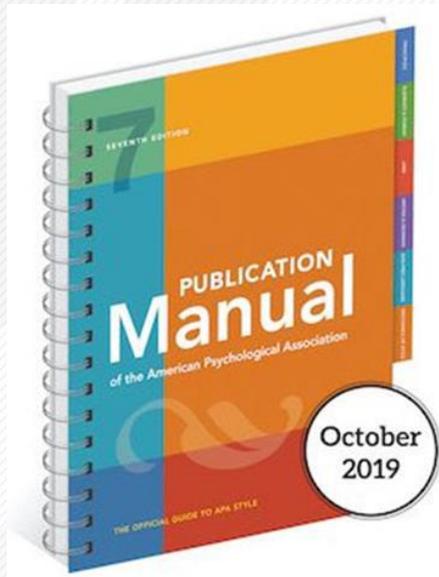
## 2.18 Page Header

All papers should contain the page number flush right, in the header of every page. Use the automatic page-numbering function of your word-processing program to insert page numbers in the top right corner; do not type page numbers manually. The title page is page number 1.

Manuscripts being submitted for publication should contain the running head (see Section 2.18) and the page number. Both elements appear in the header and should be flush right in the header, unless the instructions specify otherwise.



# Sections of the Research Paper



## 2.17 Order of Pages

Arrange the pages of the paper in the following order:

- title page (page 1)
- abstract (start on a new page after the title page)
- text (start on a new page after the abstract, or after the title page if the paper does not have an abstract)
- references (start on a new page after the end of the text)
- footnotes (start on a new page after the references)
- tables (start each on a new page after the footnotes)
- figures (start each on a new page after the tables)
- appendices (start each on a new page after the tables and/or figures)

# Where do I find research topic?

## 1. Research Agenda

- NUHRA
- Basic Education/ NHERA
- Institutional Research Agenda
- School Research Agenda
- Company Research Agenda

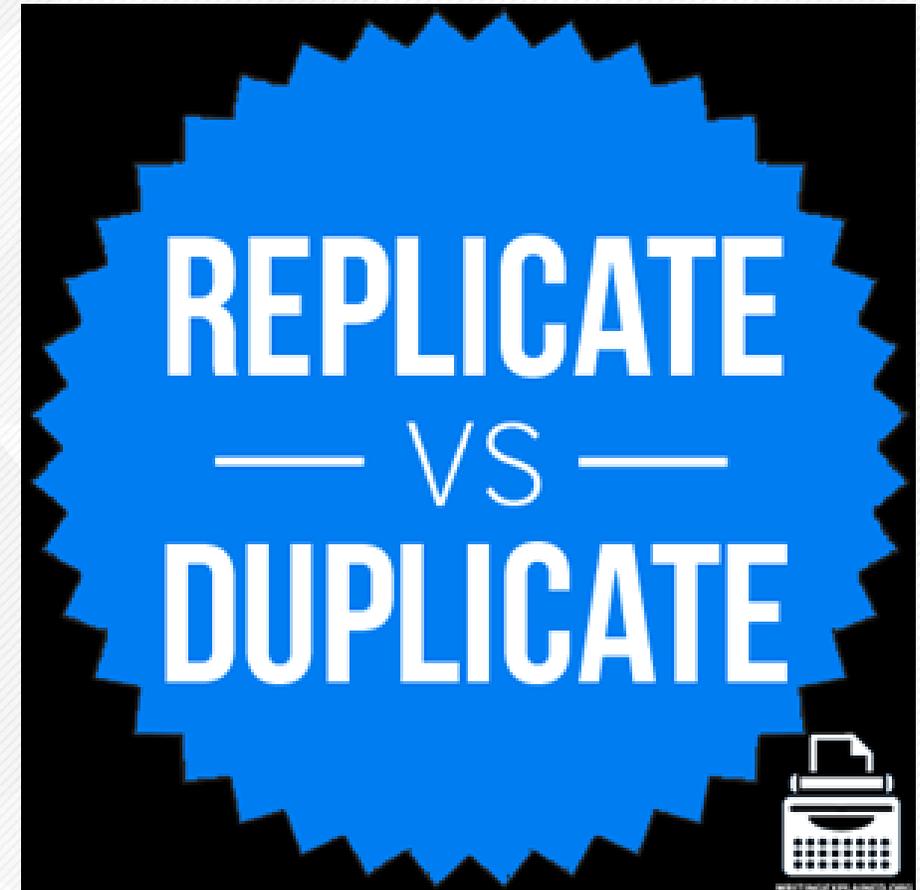


# Where do I find research topic?

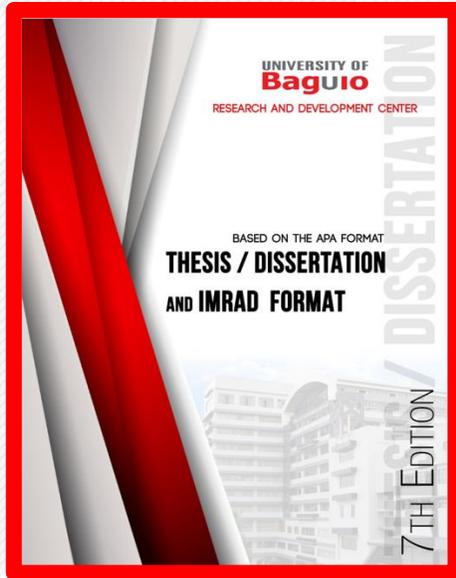
## 2. Simplest method

- Earlier study's limitation
- Recommendations

“Researchers try to replicate results.”



# Title



**“Title of the study should be centered in inverted pyramid where the first letter of the first word is capitalized including the proper noun”** |

Should preferably answer the following questions: **What** will be researched? **How** will the topic be researched? **With whom** – describes the research population and units of measurement; **Where/in what context** will the study be conducted?

## EXAMPLE

**“University of Baguio health care practices and telework in the new normal”**

*Jacqueline B. Bonifacio*

*Geraldine M. Agpes*

*Jaleh V. Gacayan*

**School of Natural Sciences**

### Sections of the Research Paper

**Title:** Centered in an inverted position, bold, 8 – 15 words

**Author/s:** listed in alphabetical order, italicized; **School/Department**

**Abstract:** 250 – 300 words

**Keywords:** not more than 5, italicized

**Introduction:** 1500 – 3000 words

**Materials and Method** (experimental designs)/ **Methodology** (non-experimental designs): 500 – 1000 words

**Results and Discussion:** 1500 – 3000 words

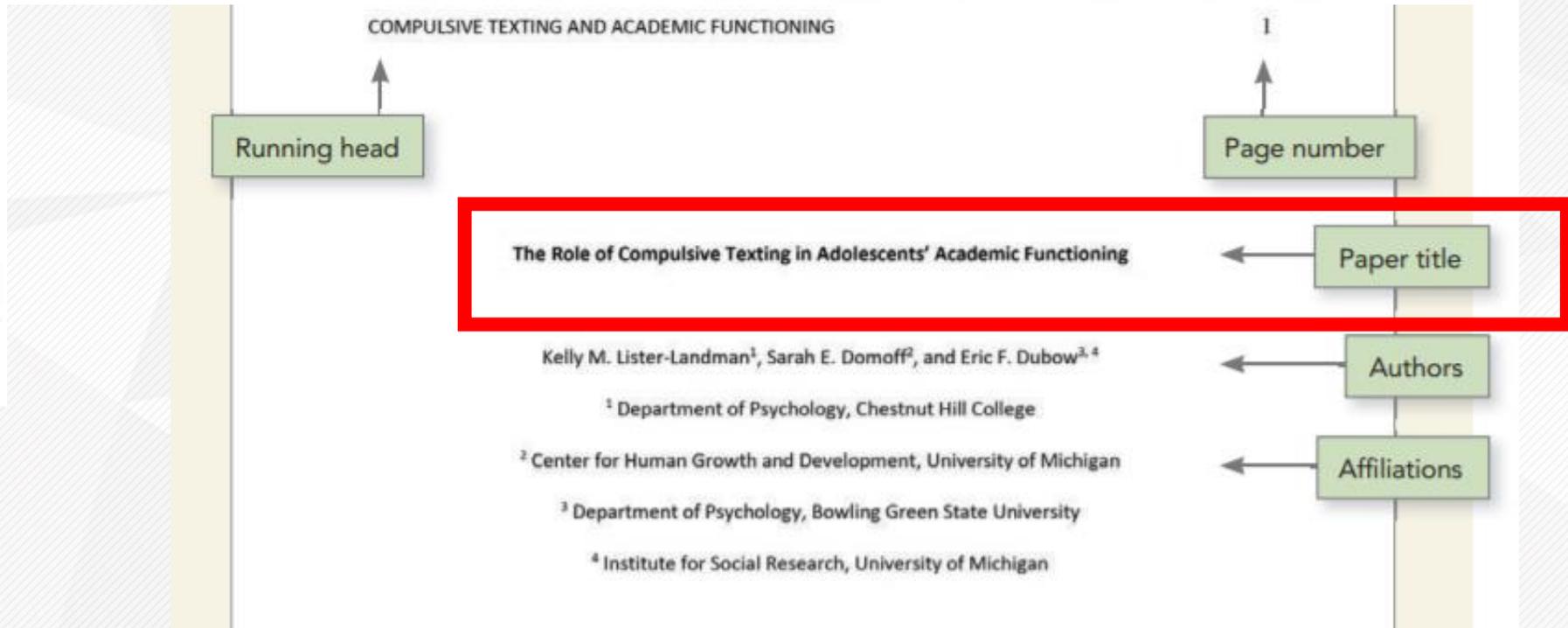
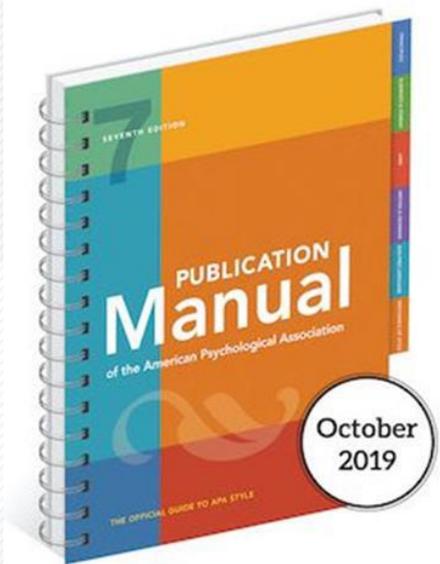
**Conclusion and Recommendations:** 250-500 words

**References:** Use the latest APA Format (7<sup>th</sup> edition)

# Title

## 2.4 Title

The *title* should summarize the main idea of the paper simply and, if possible, in a way that is engaging for readers. For research papers, it should be a concise statement of the main topic of the research and should identify the variables or theoretical issues under investigation and the relationship between them. Although there is no prescribed limit for title length in APA Style, authors are encouraged to keep their titles focused and succinct. Research has shown an association between simple, concise titles and higher numbers of article downloads and citations (Hallock & Dillner, 2016; Jamali & Nikzad, 2011).



**Format.** The paper title should be in title case (see Section 6.17), bold, centered, and positioned in the upper half of the title page (e.g., three or four lines down from the top margin of the page). Move author note if necessary. If the title is long, subtitle can be separated on double-space. title also appears at the top of the first page.

### 6.17 Titles of Works and Headings Within Works

APA Style uses two types of capitalization for titles of works and headings within works: title case and sentence case. In *title case*, major words are capitalized. In *sentence case*, most words are lowercased. Nouns, verbs (including linking verbs), adjectives, adverbs, pronouns, and all words of four letters or more are considered major words. Short (i.e., three letters or fewer) conjunctions, short prepositions, and all articles are considered minor words.

#### EXAMPLE

**The Role of Compulsive Texting in Adolescents' Academic Functioning**

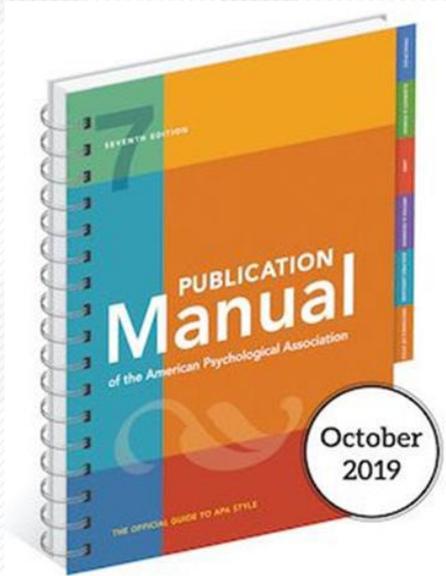


it is a minor word

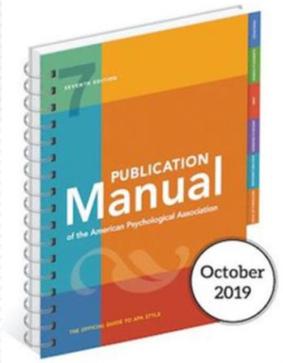
- major words, including the second part of hyphenated major words (e.g., "Self-Report," not "Self-report")
- words of four letters or more (e.g., "With," "Between," "From")

Lowercase only minor words that are three letters or fewer in a title or heading (except the first word in a title or subtitle or the first word after a colon, em dash, or end punctuation in a heading):

- short conjunctions (e.g., "and," "as," "but," "for," "if," "nor," "or," "so," "yet")
- articles ("a," "an," "the")
- short prepositions (e.g., "as," "at," "by," "for," "in," "of," "off," "on," "per," "to," "up," "via")



# Title



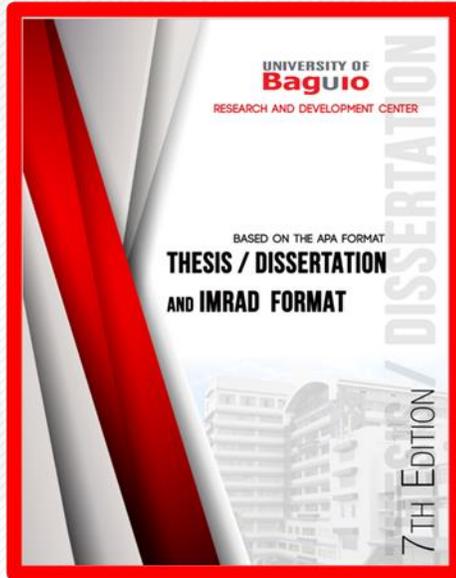
# Title

Include essential terms in the title to enhance readers' ability to find your work during a search and to aid abstracting and indexing in databases if the work is published. Avoid words that serve no purpose; they increase the title length and can mislead indexers. For example, the words "method" and "results" do not normally appear in a title, nor should such phrases as "a study of" or "an experimental investigation of." Occasionally terms such as "research synthesis," "meta-analysis," or "fMRI study" convey important information for potential readers and are included in the title. Avoid using abbreviations in a title; spelling out all terms helps ensure accurate, complete indexing of the article and allows readers to more readily comprehend its meaning. When an animal name—for example, "Rat"—is in the title, also include the scientific name in italics and parentheses—(*Rattus norvegicus*). See Table 2.1 for examples of effective versus ineffective paper titles.

**Table 2.1** Effective and Ineffective Paper Titles

Effective title	Ineffective title	Rationale
Effect of Depression on the Decision to Join a Clinical Trial	A Study of the Effect of Depression on the Decision to Join a Clinical Trial	More direct: Unnecessary words have been cut.
Why and When Hierarchy Impacts Team Effectiveness: A Meta-Analytic Integration	Hierarchy and Team Effectiveness	More precise: The relationship between variables has been clarified; the type of research (meta-analysis) has been specified.
Closing Your Eyes to Follow Your Heart: Avoiding Information to Protect a Strong Intuitive Preference	Closing Your Eyes to Follow Your Heart	More informative: A creative title has been balanced with a substantive subtitle.

# Author



**“Impact of the University of Baguio extension and community outreach services delivery to Barangay Lucnab”**

*Jacqueline B. Bonifacio*

*Jaleh V. Gacayan*

*Ireneo P. Matic III*

**School of Natural Sciences**

**ECOS**

## Sections of the Research Paper

**Title:** Centered in an inverted position, bold, 8 – 15 words

**Author/s:** listed in alphabetical order, italicized; **School/Department**

**Abstract:** 250 – 300 words

**Keywords:** not more than 5, italicized

**Introduction:** 1500 – 3000 words

**Materials and Method** (experimental designs)/ **Methodology** (non-experimental designs): 500 – 1000 words

**Results and Discussion:** 1500 – 3000 words

**Conclusion and Recommendations:** 250-500 words

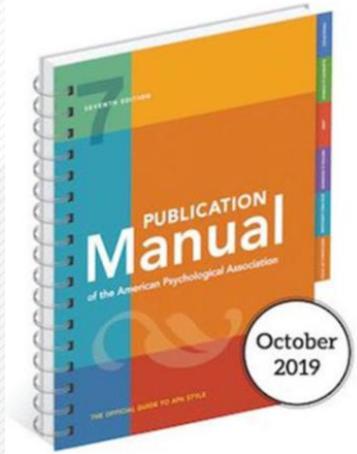
**References:** Use the latest APA Format (7<sup>th</sup> edition)

**“Title of the study should be centered in inverted pyramid where the first letter of the first word is capitalized including the proper noun” |**

Should preferably answer the following questions: **What** will be researched? **How** will the topic be researched? **With whom** – describes the research population and units of measurement; **Where/in what context** will the study be conducted?

*Authors are Listed  
Here in Alphabetical  
Order and Italicized*

# Author



## 2.5 Author Name (Byline)

Every paper includes the name of the author or authors—the *byline*. The preferred form of an author's name is first name, middle initial(s), and last name; this form reduces the likelihood of mistaken identity (e.g., that authors with the same first and last names are the same person). To assist researchers and librarians, use the same form of your name for publication throughout your career when possible; for example, do not use a middle initial on one paper and omit the initial on a different paper. Determining whether, for example, Marisol G. Rodríguez is the same person as M. G. Rodríguez can be difficult, particularly when citations span years and institutional affiliations change. If you change your name during your career, present your new name in a consistent form as well. Omit all professional titles (e.g., Dr., Professor) and academic degrees or licenses (e.g., PhD, EdD, MD, MA, RN, MSW, LCSW) from the byline.

The Role of Compulsive Texting in Adolescents' Academic Functioning

Kelly M. Lister-Landman<sup>1</sup>, Sarah E. Domoff<sup>2</sup>, and Eric F. Dubow<sup>3,4</sup>

<sup>1</sup> Department of Psychology, Chestnut Hill College

<sup>2</sup> Center for Human Growth and Development, University of Michigan

<sup>3</sup> Department of Psychology, Bowling Green State University

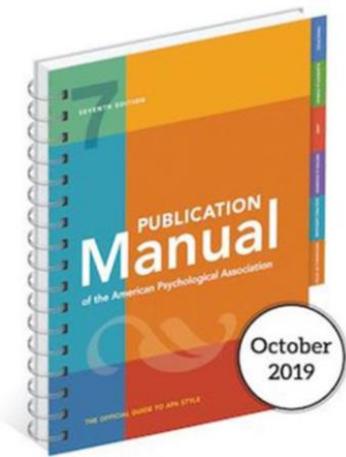
<sup>4</sup> Institute for Social Research, University of Michigan

Paper title

Authors

Affiliations

EXAMPLE



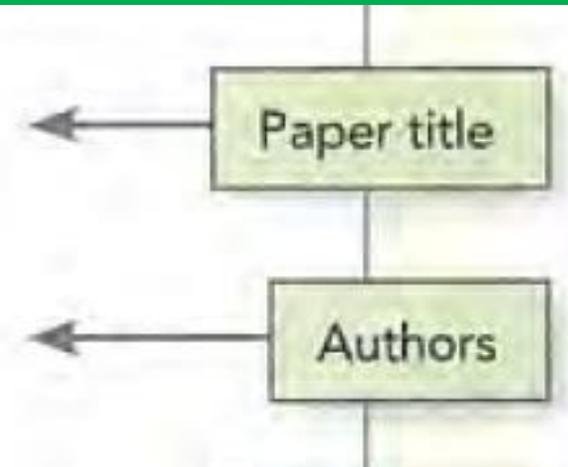
# Author & Affiliation

The Role of Compulsive Texting in Adolescents' Academic Functioning

Double  
space

Kelly M. Lister-Landman<sup>1</sup>, Sarah E. Domoff<sup>2</sup>, and Eric F. Dubow<sup>3, 4</sup>

<sup>1</sup> Department of Psychology, Chestnut Hill College



**Format.** Write the byline on the title page after the paper title. Include one blank double-spaced line between the paper title and the byline. Follow these guidelines for byline formatting.

- If the paper has one author, write the author name centered and in standard (i.e., nonbold, nonitalic) font.
- If the paper has multiple authors, order the names of the authors according to their contributions. Write all names on the same line (flowing onto additional lines if needed), centered, and in standard font. For two authors, separate the names with the word "and"; for three or more authors, separate the names with commas and include "and" before the final author's name.
- For names with suffixes, separate the suffix from the rest of the name with a space, not a comma (e.g., Roland J. Thorpe Jr.).

See Table 2.2 for examples of how to set up author bylines and affiliations.

Kelly M. Lister-Landman<sup>1</sup>, Sarah E. Domoff<sup>2</sup>, and Eric F. Dubow<sup>3, 4</sup>

<sup>1</sup> Department of Psychology, Chestnut Hill College

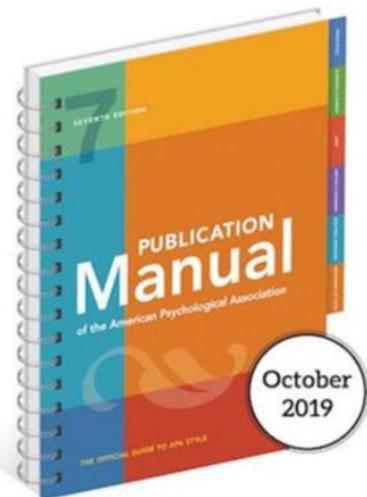
<sup>2</sup> Center for Human Growth and Development, University of Michigan

<sup>3</sup> Department of Psychology, Bowling Green State University

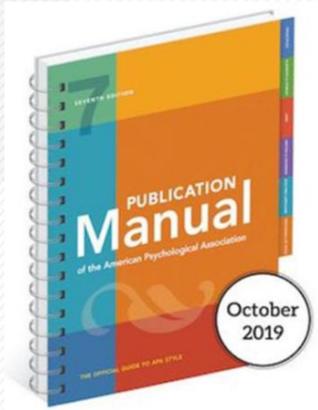
<sup>4</sup> Institute for Social Research, University of Michigan

**Table 2.2** Examples of Author Bylines and Affiliations

Variation	Example
One author, one affiliation	Maggie C. Leonard Department of Psychology, George Mason University
One author, two affiliations	Andrew K. Jones-Willoughby School of Psychology, University of Sydney Center for Behavioral Neuroscience, American University
One author, no institutional affiliation	Isabel de Vries Rochester, New York, United States
Two authors, shared affiliation	Mackenzie J. Clement and Talia R. Cummings College of Nursing, Michigan State University
Two authors, different affiliations	Wilhelm T. Weber <sup>1</sup> and Latasha P. Jackson <sup>2</sup> <sup>1</sup> Max Planck Institute for Human Development, Berlin, Germany <sup>2</sup> College of Education, University of Georgia
Three or more authors, shared affiliation	Madina Wahab, DeAndre L. Washington Jr., and Julian H. Lee School of Public Health, University of California, Berkeley
Three or more authors, different affiliations	Savannah C. St. John <sup>1</sup> , Fen-Lei Chang <sup>2,3</sup> , and Carlos O. Vásquez III <sup>1</sup> <sup>1</sup> Educational Testing Service, Princeton, New Jersey, United States <sup>2</sup> MRC Cognition and Brain Sciences Unit, Cambridge, England <sup>3</sup> Department of Psychology, University of Cambridge



# Author & Affiliation



Do not add blank lines between affiliations or between the byline and the first affiliation.

## EXAMPLE

The Role of Compulsive Texting in Adolescents' Academic Functioning

Kelly M. Lister-Landman<sup>1</sup>, Sarah E. Domoff<sup>2</sup>, and Eric F. Dubow<sup>3,4</sup>

<sup>1</sup> Department of Psychology, Chestnut Hill College

<sup>2</sup> Center for Human Growth and Development, University of Michigan

<sup>3</sup> Department of Psychology, Bowling Green State University

<sup>4</sup> Institute for Social Research, University of Michigan

Paper title

Authors

Affiliations

# Introduction

## Sections of the Research Paper

**Title:** Centered in an inverted position, bold, 8 – 15 words

**Author/s:** listed in alphabetical order, italicized; **School/Department**

**Abstract:** 250 – 300 words

**Keywords:** not more than 5, italicized

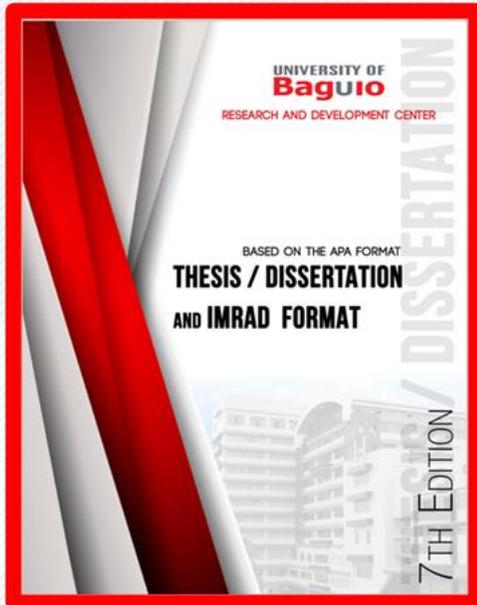
**Introduction:** 1500 – 3000 words

**Materials and Method** (experimental designs)/ **Methodology** (non-experimental designs): 500 – 1000 words

**Results and Discussion:** 1500 – 3000 words

**Conclusion and Recommendations:** 250-500 words

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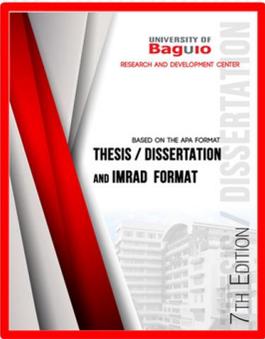
## INTRODUCTION

*Literature Review*

*Theoretical/Conceptual Framework/Paradigm of the Study*

*Significance of the Study*

*Objectives of the Study*



# Introduction

- clearly identify the subject area of interest.
- use key words from your Title in the first few sentences of the Introduction to get it **focused** directly on topic at the appropriate level.
- inverted triangle



EXAMPLE

**University of Baguio health care practices and telework in the new normal**

*Jacqueline B. Bonifacio*

*Geraldine M. Agpes*

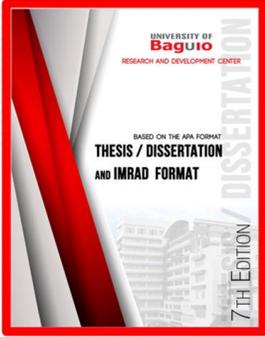
*Jaleh V. Gacayan*

**School of Natural Sciences**

## INTRODUCTION

Home teleworking, associated with sedentary behavior, may suppose a threat to health.

The novel SARS-CoV2 (COVID-19) infection has been declared a pandemic by the World Health Organization in early 2020, it has now become a significant public health threat worldwide. Since then, there is a significant challenge to health care. Health care is defined as efforts made to maintain or restore physical, mental, or emotional well-being (Merriam-Webster Dictionary, n.d.).



# Introduction

EXAMPLE

**“Developing a youth health framework for  
the University of Baguio freshmen”**

*Jacqueline B. Bonifacio*

*Paciencia S. Calpito*

*Esmeralda M. Gatchallan*

**School of Natural Sciences**

## INTRODUCTION

Health is personal. It is an individual’s responsibility to one’s self. Though parents and legal guardians take the responsibility of looking after children’s health, as children grow older, it is essential that they take responsibility for their own health (Galvez-Tan, Vicencio, Abubakar, Baquiran, Parawan, Reyes, & Ang-See, 2009). Adolescents establish patterns of behavior and make lifestyle choices that affect both their current and future health. Serious health and safety issues such as motor vehicle crashes, violence, substance abuse, and risky sexual behaviors can adversely affect adolescent and young adults (Center for Disease Control and Prevention, 2011).

# How to write the Introduction?

## C.A.R.S. Model

- The Creating a Research Space Model was developed by **John Swales** based upon his analysis of journal articles representing a variety of discipline-based writing practices.

## Components

- Bold attempt
  - Researcher – made
- Cross- reference
  - Cited from previous researches

# Introduction: Approaches

## Move 1

- Establishing a territory
- **Trends**
- Define the features and characteristics of the area of study

## Move 2

- Establishing a niche
- **Issues/ problems**
- State that there is lacking in previous studies

## Move 3

- Occupying a niche
- **Solutions**
- State your intention to fill, answer a previous gap
- Objective of the study

# Move 2

1. Problems: all negative
2. Issues: blank & blind spot
  - a. **Blank spots** – nothing is known about it
  - b. **Blind spots** - conflicting literature

Knee osteoarthritis (OA) is prevalent worldwide, affecting 30–40% of people aged over 70 yr [1, 2]. Pain and physical disability are apparent in almost half of patients with radiographic disease [1, 3]. There is no cure for OA, thus conservative treatment aims to reduce pain and limit functional impairment. Inexpensive interventions with minimal side-effects are desirable. Knee taping is one such strategy recommended by international bodies [4, 5].

Knee tape is used by physiotherapists to manage knee pain. Initially developed to treat patellofemoral pain syndrome (PFPS) [6], evidence suggests taping may benefit individuals with knee OA. In 14 patients with patellofemoral joint (PFJ) OA, Cushnaghan *et al.* [7] found medial patellar taping significantly reduced pain compared with neutral and lateral taping. Although encouraging, further investigation must verify these findings before taping is accepted as a valid treatment for knee OA.

Much of the disability associated with knee OA is attributed to quadriceps weakness and pain, rather than radiographic change [3, 8–10]. Taping benefits not only pain but various physical impairments in PFPS patients.

# Literature Review



Guide Questions	Global	National	Regional	Local
What is already known about the research area being proposed?				
What are the existing theories related to this research area?				
What are the known characteristics of, and relationships among the main factors or variables related to the proposed research area?				
What research designs or methods were used and which of these seem unsatisfactory?				
What and where are the inconsistencies or other shortcomings in our current knowledge and understanding of the proposed research area?				
What evidence is lacking, inconclusive, contradictory or too limited?				
What views need to be further studied or tested?				
Why is there a need to study further the research problem?				
What contribution can the present study be expected to make?				

In-text citation: Author-date system

# Literature Review

## 1. Introduction

- Describes the content (what is the chapter/ section all about?), structure (how is the chapter organized?) and scope (What are the boundaries?) of the RRL

## 2. Body of the literature review

### 2.1 Presentation

- Answers to the guide questions

### 2.2 Discussion and evaluation

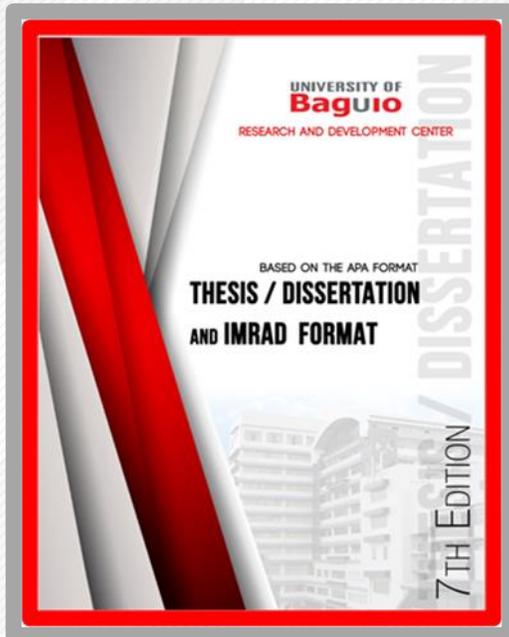
- What are the strengths and weaknesses of the previous studies?
- What are common areas of agreements and disagreements?

### 2.3 Summary and relationship of findings to proposed research

## 3. Conclusion

- Summary and highlights of most important points from various sub-sections
- Relate/connect findings to current research being proposed

# Theoretical/ Conceptual Framework/ Paradigm of the Study



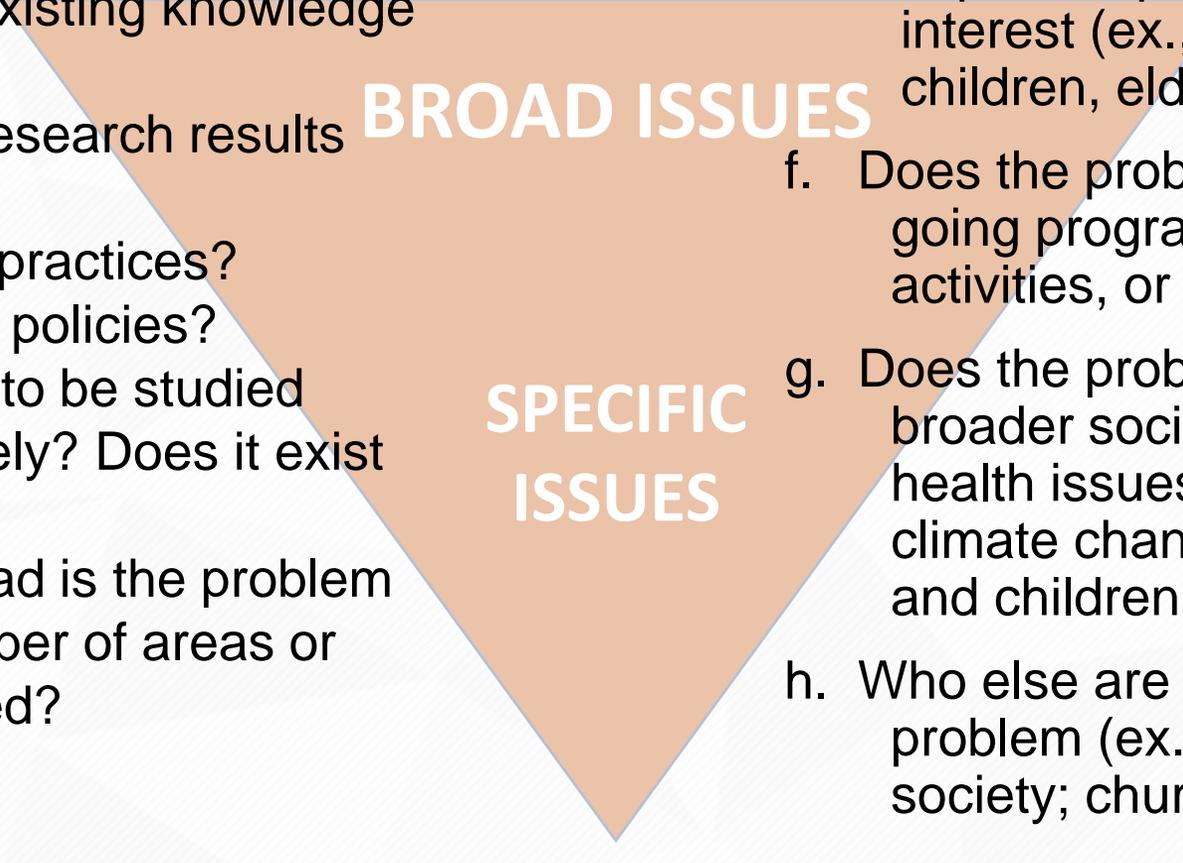
- Given the identified knowledge gap, what concepts can be used to address it.
- What theories, principles, laws may be integrated in designing your study or which will guide the conduct of your study?

# Conventions/Usual Practices In Developing The Conceptual Framework

In building the framework:

- ❑ Start with the dependent /outcome variable or endpoint for intervention
- ❑ Identify potential independent variables deemed to affect the dependent/outcome variable based on empirical or theoretical evidence
- ❑ Identify intervening, confounding , antecedent or mediating variables whose effects may alter the relationship between the dependent and independent variable

# Significance of the Study

- 
- a. What is the contribution of my research to existing knowledge in this area?
- b. How will my research results improve:
- current practices?
  - existing policies?
- c. Is the problem to be studied current or timely? Does it exist now?
- d. How widespread is the problem in terms number of areas or people affected?
- e. Does the problem affect important populations of special interest (ex., mother and children, elderly, youth, etc.)?
- f. Does the problem relate to on-going programs, projects activities, or initiatives?
- g. Does the problem relate to broader social, economic or health issues (ex., poverty; climate change; status of women and children, etc.)?
- h. Who else are concerned about the problem (ex., government; civil society; church, etc.)?

# GENERAL vs SPECIFIC OBJECTIVES

## *GENERAL OBJECTIVE*

- It reflects the overall purpose of the project
- It states what is expected to be achieved by the study in general terms

## *SPECIFIC OBJECTIVES*

- They are statements regarding the specific questions expected to be answered in the study
- They break up the general objective into smaller, logically connected parts
- They systematically address the various aspects of the problem as defined in the problem statement

# CHARACTERISTICS OF RESEARCH OBJECTIVES

- They are phrased in such a way they focus on what the study is attempting to solve, and cover the different parts of the problem in a logical way.
- They are clearly phrased in ***measurable, operational and observable terms***, specifying exactly what are the researcher wishing to do.
- They are ***realistic***, considering the constraints within local conditions and should be ***feasible***.
- They use action verbs which are specific enough to be measured.

## SPECIFIC ACTION VERBS

*Determine*

*Compare*

*Compute*

*Describe*

## NON-SPECIFIC ACTION VERBS

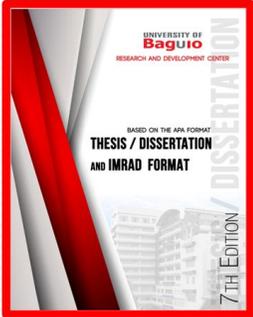
*Appreciate*

*Understand*

*Explore*

*Dramatize*

# Materials and Method/ Methodology



**MATERIALS AND METHOD** (for experimental designs)/  
**METHODOLOGY** (for nonexperimental designs)

**Study Design**

**Sample/Population of the Study**

**Data Gathering Tools** (May be sub headed as **Materials** for experimental designs)

**Data Gathering Procedures** (May be sub headed as **Methods** or **Procedures** for experimental designs)

**Treatment of Data** |

**Ethical Considerations**

## Sections of the Research Paper

**Title:** Centered in an inverted position, bold, 8 – 15 words

**Author/s:** listed in alphabetical order, italicized; **School/Department**

**Abstract:** 250 – 300 words

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**Introduction:** 1500 – 3000 words

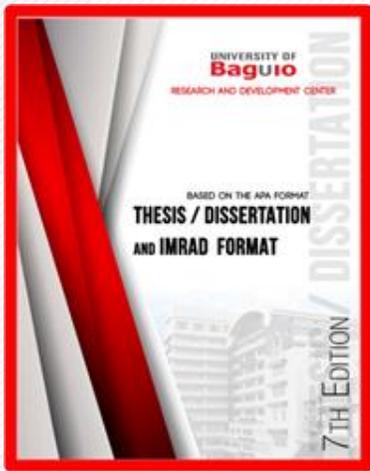
**Materials and Method** (experimental designs)/ **Methodology** (non-experimental designs): 500 – 1000 words

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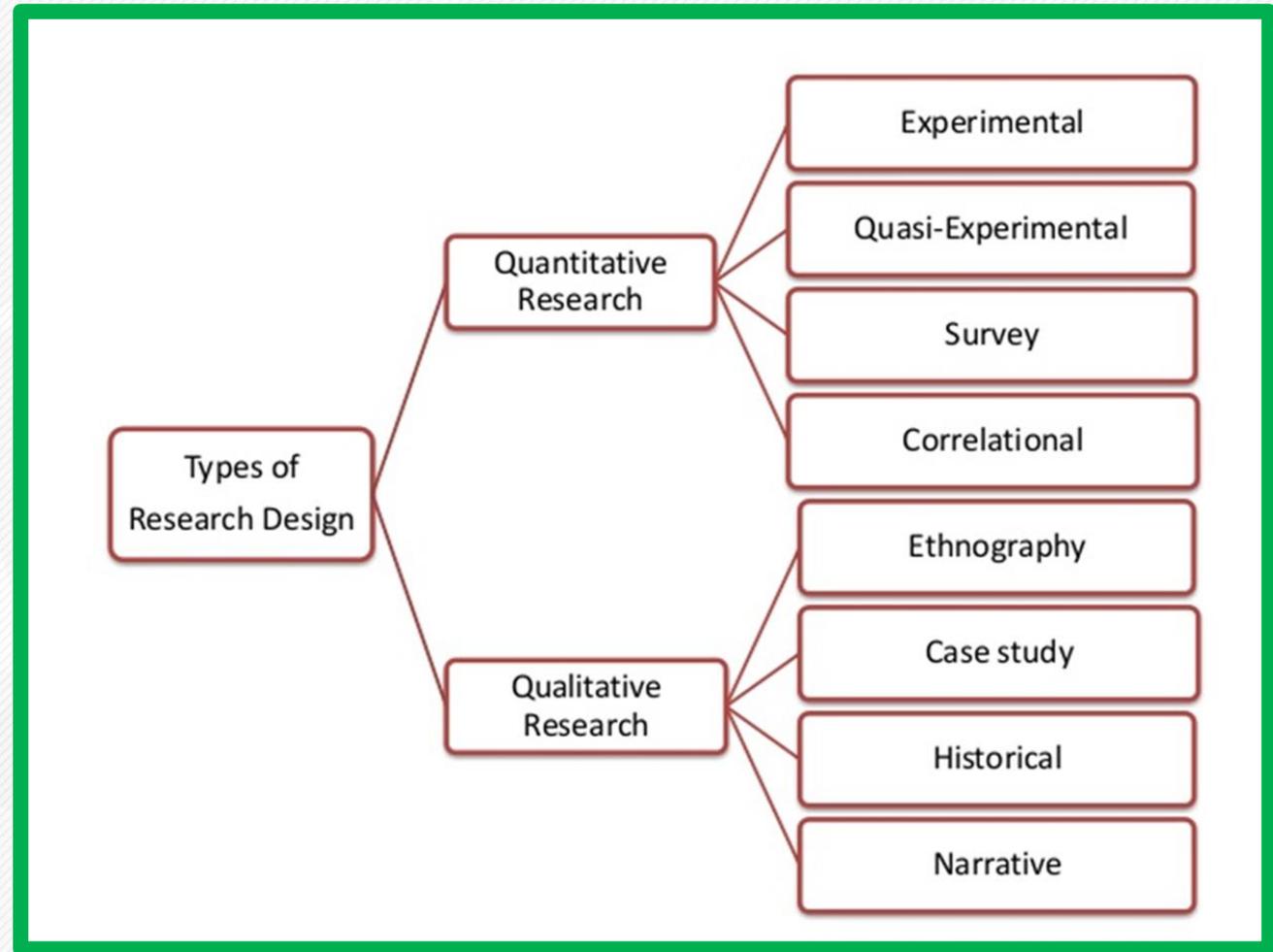
**References:** Use the latest APA Format (7<sup>th</sup> edition)

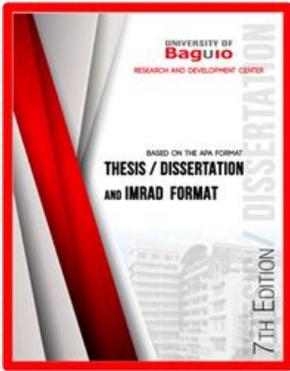
The research methods section can go any number of different directions, depending on the type of research you conducted. Regardless of what you did for your research, though, this section needs to be very clear, very specific, very detailed, and only focused on research. Use your method chapter to show that you arrived at your results by applying valid and reliable methods. Explain what you did; your research, treatment or professional



# Study Design

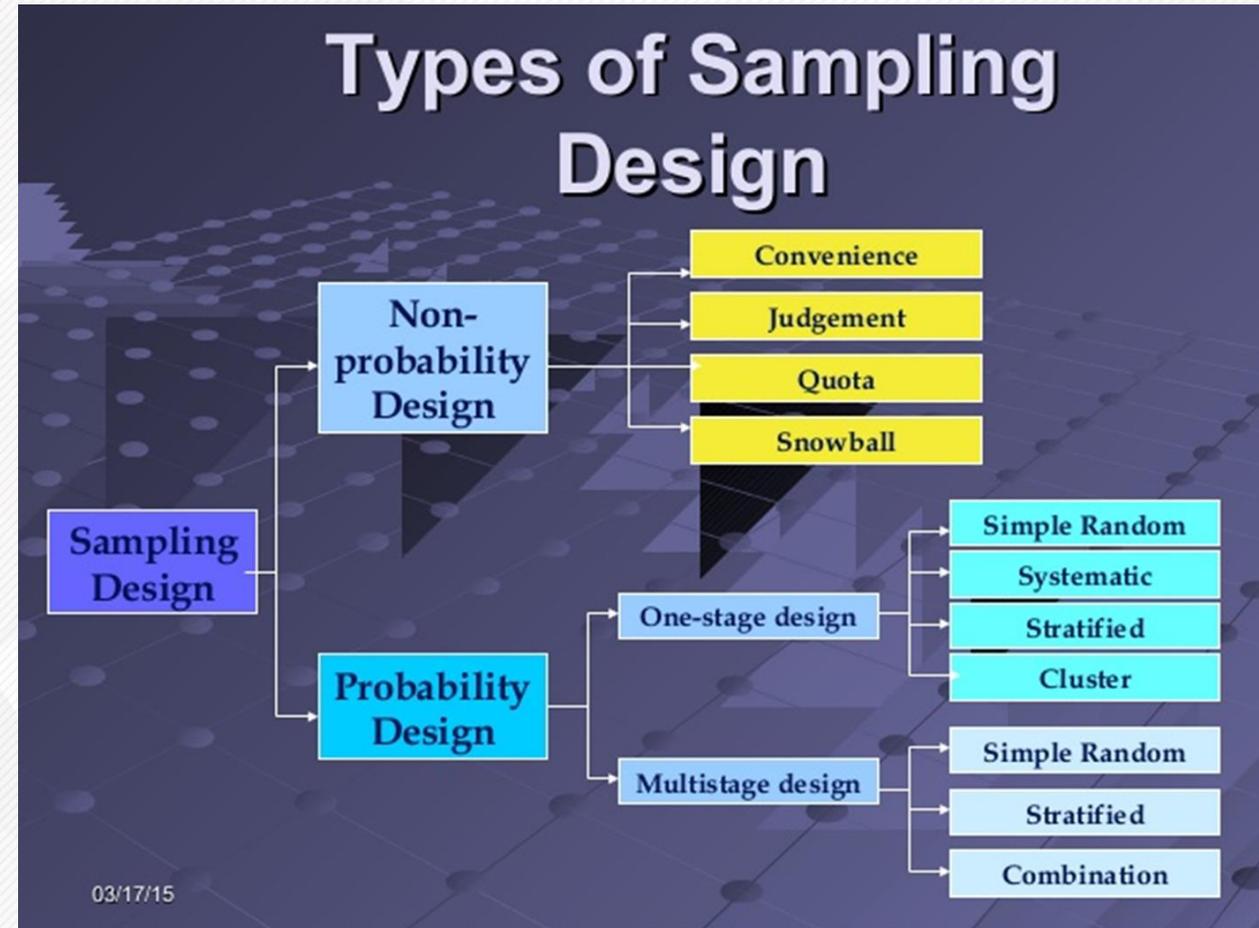
- Is the study qualitative? Or quantitative?
- Specifically, what qualitative/quantitative design is utilized?
- Do not define the design.
- Explain how the variables in your study fits into the design.

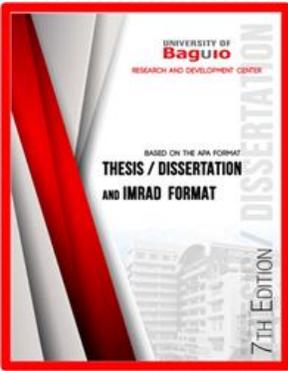




# Sample/Population of the Study

- Discuss the characteristics of the target population.
- Are there inclusion and exclusion criteria that must be considered?
- If you did sampling, how did you arrive at the sample size? How did you recruit the participants of the study?
- If dealing with non-humans, how did you collect the samples?
- What authentication procedures were considered?

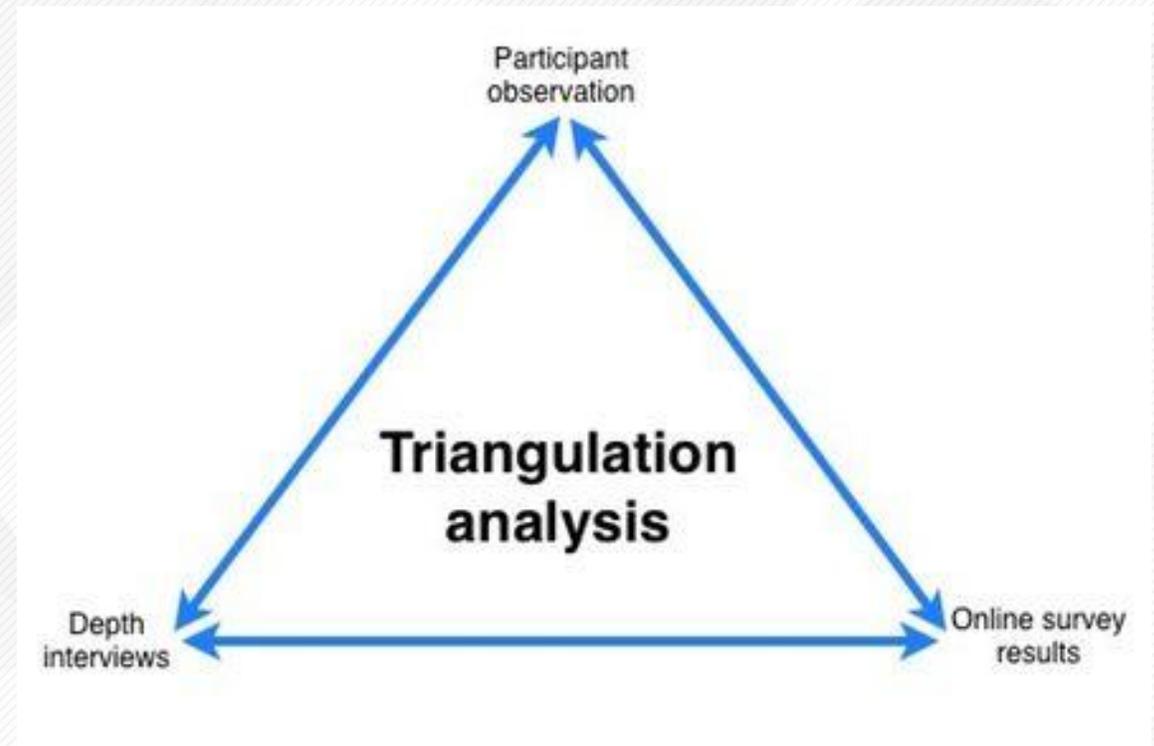




# Data Gathering Tools

- **Materials** for experimental designs
- Describe what materials, subjects, and equipment (chemicals, experimental animals, apparatus, etc.) you used (these may be subheaded Animals, Reagents, etc.).
- What are some considerations or steps undertaken to ensure validity and reliability?
- What are the parts of the tools that you used? Are they adopted from another source? If yes, then cite properly.

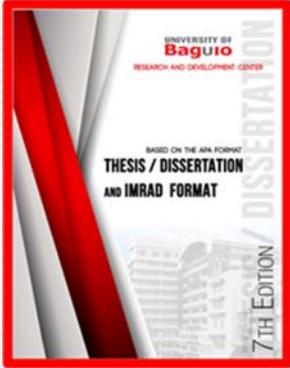
- What research tools did you use? What are the parts?





# Data Gathering Procedure

- **Methods or Procedures** for experimental designs
- Methodical manner describe the steps that were undertaken.
- Explain the steps you took in your experiment.
- What communications need were given out?
- Was there permission from certain authorities?
- How did you gather the data?
- How did you distribute and retrieve the questionnaires?
- How did you conduct the interview?
- How long did the data gathering last?



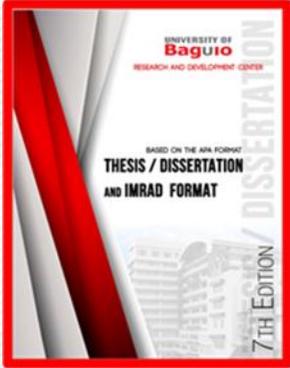
# Treatment of Data

- Describe how the data were summarized and analyzed.
- Did you compute means?
- Did you simply use frequencies, ratios, percentages?
- Did you do statistical treatment? If yes, what?
- You should also indicate the statistical procedures used to analyze your results, including the probability level at which you determined significance (usually at 0.05 probability).

- Here you will indicate what types of data summaries and analyses were employed to answer each of the questions or hypotheses tested.

Please check under the column that describes the extent to which the indicators reflect your health care practices and telework, as follows:

Parameter	Mean Range	Interpretation	Descriptors
1	1.00 – 1.75	Never/ Strongly disagree/ Not at all	I practice at a very limited extent, once in a while.
2	1.76 – 2.50	Rarely/ Disagree/ very little	I practice at a moderate extent, as the need arises.
3	2.51 – 3.25	Sometimes/ Agree	I practice extensively but not all the time.
4	3.26 – 4.00	Always/ Strongly agree/ To a great extent	I practice extensively all the time.



# Ethical Consideration

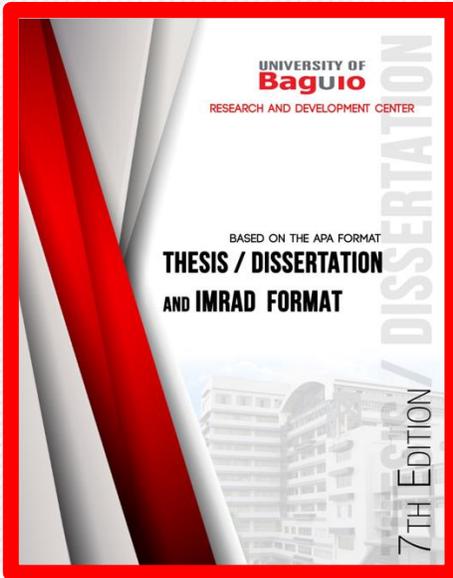
The following must be explicitly discussed in the paper:

- how anonymity and voluntary participation of the informants/participants were respected throughout the study (if informants/participants opted for non-disclosure of identity)
- how confidentiality of information was insured (if informants/participants opted for non-disclosure of information)
- how risk management measures/strategies for participants, researchers and auxiliary personnel were adopted by the researcher
- how informants/participants were selected using non-discriminatory criteria and processes (unless inclusion and exclusion criteria are justifiable based on the nature of the study)
- how the findings of the study will be disseminated to the beneficiaries.

## 4 Key Ethical Principles

- autonomy
- beneficence
- non-maleficence
- justice

# Results and Discussion



Present the results of your study according to the sequence of your objectives.

- Objective 1
  - Introduce the graph/ table/ figure
  - Present the table graph/ table/ figure
  - Interpret the results
  - Analysis of the results/ give implications
  - Corroborations (+) / (-)
  
- Objective 2
  - Introduce the graph or table
  - Present the table graph/ table/ figure
  - Interpret the results
  - Analysis of the results/ give implications
  - Corroborations (+) / (-)

## Sections of the Research Paper

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**Conclusion and Recommendations:** 250-500 words

**References:** Use the latest APA Format (7<sup>th</sup> edition)

Important negative results should be reported, too.



# Results and Discussion

table number, 7.10

table title, 7.11

table note, 7.14

## COMPARISON OF STUDENT EVALUATIONS OF TEACHING

18

**Table 1**

*Means and Standard Deviations for Response Rates (Course Delivery Method by Evaluation Year)*

Administration year	Face-to-face course		Online course	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Year 1: 2012	71.72	16.42	32.93	15.73
Year 2: 2013	72.31	14.93	32.55	15.96
Year 3: 2014	47.18	20.11	41.60	18.23

*Note.* Student evaluations of teaching (SETs) were administered in two modalities in Years 1 and 2:

paper based for face-to-face courses and online for online courses. SETs were administered online for all courses in Year 3.

# Results and Discussion

figure number,  
7.24

figure title, 7.25

COMPARISON OF STUDENT EVALUATIONS OF TEACHING

Figure 1

Scatterplot Depicting the Correlation Between Response Rates and Evaluation Ratings

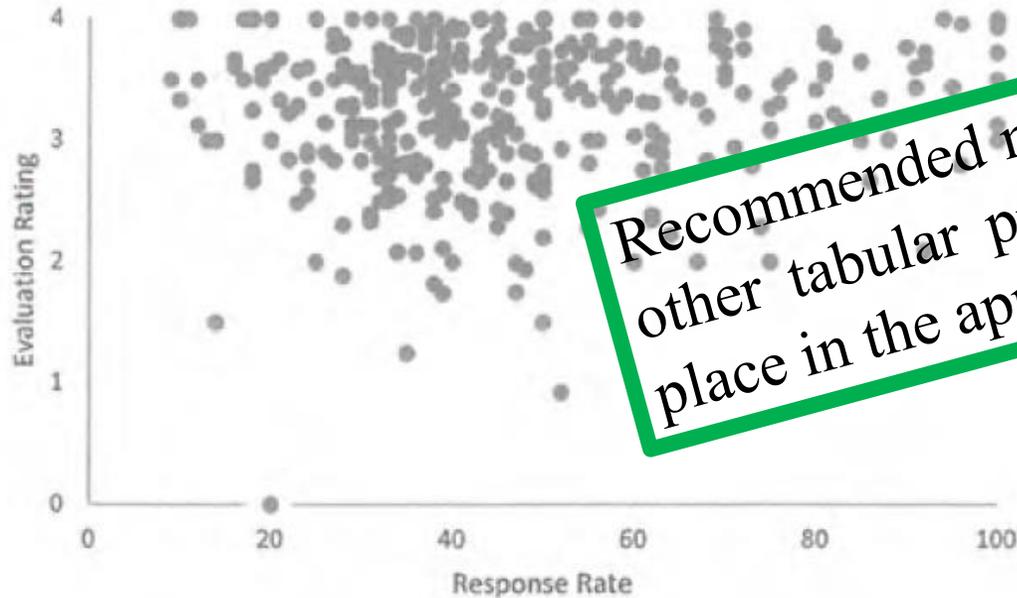
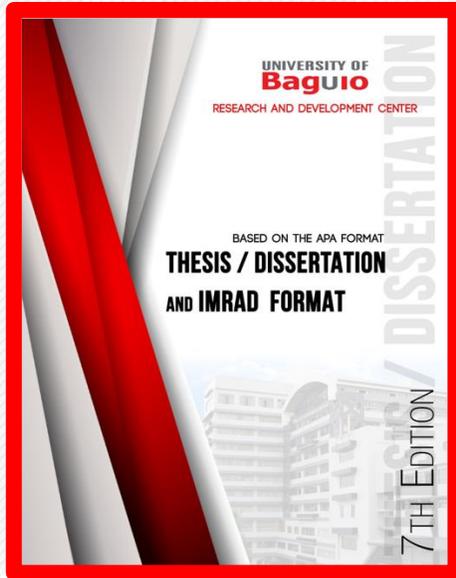


figure note,  
7.28

Note. Evaluation ratings were made during the 2014 fall academic term.

Recommended number of Tables: 5, Figures: 5;  
other tabular presentations and figures can be  
place in the appendices.

# Conclusion and Recommendation



## Sections of the Research Paper

**Title:** Centered in an inverted position, bold, 8 – 15 words

**Author/s:** listed in alphabetical order, italicized; **School/Department**

**Abstract:** 250 – 300 words

**Keywords:** not more than 5, italicized

**Introduction:** 1500 – 3000 words

**Materials and Method** (experimental designs)/ **Methodology** (non-experimental designs): 500 – 1000 words

**Results and Discussion:** 1500 – 3000 words

**Conclusion and Recommendations:** 250-500 words

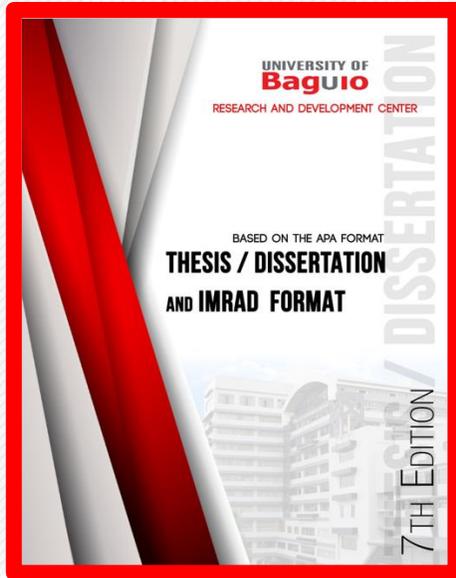
**References:** Use the latest APA Format (7<sup>th</sup> edition)

- conclusion may be written with a separate subheading from the recommendations
- acceptable to have the conclusion and recommendations in one paragraph if the statements of the conclusion and recommendation warrant the need for continuity of thoughts.
- In formulating your conclusion, be guided by the following questions:
  - What answer(s) have you found to your research question?
  - If you have a hypothesis, has it been strengthened, weakened or falsified?
  - Do not introduce issues here that have not been mentioned earlier.
  - If the results of your study do not allow you to draw any conclusions, you can end with a **summing up**.

# Acknowledgement

- Acknowledge only those who have directly contributed to the study.
- If there are technical consultants (technical advisers\*, statistician, English editors, etc.) who are not part of the approval body, this is where you acknowledge them.
- If there are institutions or agencies that gave financial support or grants, please include them here.
- Each entity (person or agency) that you include here should be enumerated in separate paragraphs.
- Be concise with your words of gratitude (not too flowery).
- Just state the entity you are thanking and their corresponding contributions.
- Please do not forget to award certificates of appreciation to these entities you mentioned in this portion if they were unpaid.

# References



## Sections of the Research Paper

**Title:** Centered in an inverted position, bold, 8 – 15 words

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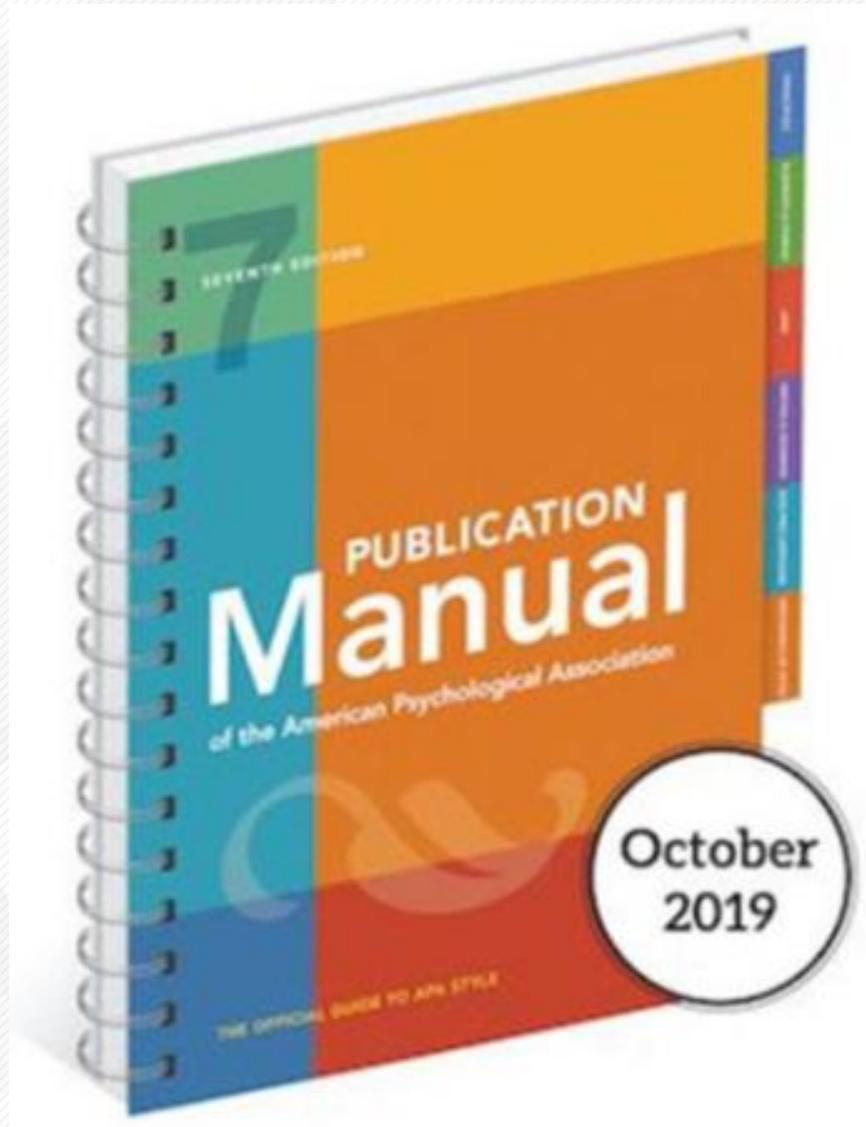
**Introduction:** 1500 – 3000 words

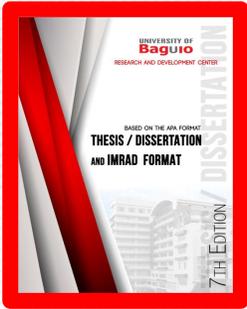
**Materials and Method** (experimental designs)/ **Methodology** (non-experimental designs): 500 – 1000 words

**Results and Discussion:** 1500 – 3000 words

**Conclusion and Recommendations:** 250-500 words

**References:** Use the latest APA Format (7<sup>th</sup> edition)





# Abstract

- This is the last part of the paper that is to be written.
  - The Abstract helps readers decide whether they want to read the rest of the paper, or it may be the only part they can obtain via electronic literature searches or in published abstracts.
  - The abstract should NOT contain any figures, tables or in-text references, just normal text.
  - In-text references may, however, be included when one is replicating a previous study and this is specifically mentioned in the abstract.
  - Don't use abbreviations in the abstract.
- **Element 1:** The abstract has to start with a brief theme sentence to orient the reader about the overall issue addressed in the article. The sentence should grab the reader's attention.
  - **Element 2:** The abstract should then indicate the main aim or objective of the study.
  - **Element 3:** The academic or practical importance of the study should be explained.
  - **Element 4:** The methodology used in the study should be briefly described.
  - **Element 5:** The main findings of the study should be summarized.
  - **Element 6:** A statement of conclusions should indicate the contribution made by the study in filling gaps in the literature.
  - **Element 7:** Finally, the practical implications of the study's findings should be highlighted where appropriate. The recommendation may be included only if it is necessary to emphasize the possible benefits or possible considerations for future studies.

# Keywords

## ABSTRACT

This is the last part of the paper that is to be written. The Abstract helps readers decide whether they want to read the rest of the paper, or it may be the only part they can obtain via electronic literature searches or in published abstracts. Therefore, enough key information (e.g., summary results, observations, trends, etc.) must be included to make the Abstract useful to someone who may reference your work. A simple rule-of-thumb is to imagine that you are another researcher doing a study similar to the one you are reporting. If your Abstract was the only part of the paper you could access, would you be happy with the information presented there? Kotze (2007) recommend that an abstract should include the following seven elements: **Element 1:** The abstract has to start with a brief theme sentence to orient the reader about the over-all issue addressed in the article. The sentence should grab the reader's attention. **Element 2:** The abstract should then indicate the main aim or objective of the study. **Element 3:** The academic or practical importance of the study should be explained. **Element 4:** The methodology used in the study should be briefly described. **Element 5:** The main findings of the study should be summarized. **Element 6:** A statement of conclusions should indicate the contribution made by the study in filling gaps in the literature. **Element 7:** Finally, the practical implications of the study's findings should be highlighted where appropriate. The recommendation may be included only if it is necessary to emphasize the possible benefits or possible considerations for future studies. The abstract should NOT contain any figures, tables or in-text references, just normal text. In-text references may, however, be included when one is replicating a previous study and this is specifically mentioned in the abstract. Don't use abbreviations in the abstract.

**Keywords:** (Include five words that will help classify the study so that when researchers look for related literatures your paper may be classified accordingly.) Suggested list of keywords: *Topic, Sub-topics, Methods, Population, Locale*

## Sections of the Research Paper

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**Author/s:** listed in alphabetical order, italicized; **School/Department**

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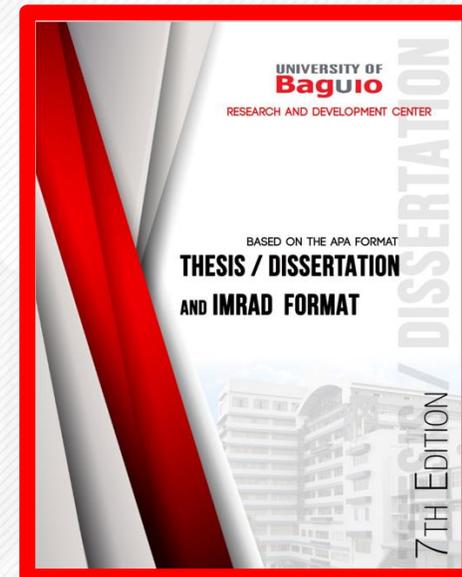
**Introduction:** 1500 – 3000 words

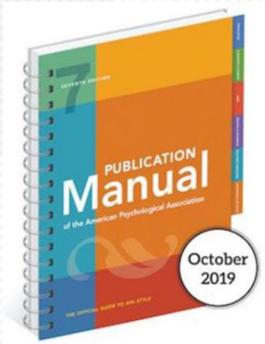
**Materials and Method** (experimental designs)/ **Methodology** (non-experimental designs): 500 – 1000 words

**Results and Discussion:** 1500 – 3000 words

**Conclusion and Recommendations:** 250-500 words

**References:** Use the latest APA Format (7<sup>th</sup> edition)





# Keywords

## 2.10 Keywords

Keywords are words, phrases, or acronyms that describe the most important aspects of your paper. They are used for indexing in databases and help readers find your work during a search. For manuscripts being submitted to APA journals, provide three to five keywords describing the content. Keywords are not required for student papers unless requested by the instructor or institution.

**Format.** Write the label “*Keywords:*” (in italic) one line below the abstract, indented 0.5 in. like a regular paragraph, followed by the keywords in lowercase (but capitalize proper nouns; see Section 6.14), separated by commas. The keywords can be listed in any order. Do not use a period or other punctuation after the last keyword (see the sample professional paper at the end of this chapter). If the keywords run onto a second line, the second line is not indented.

### Abstract

Age differences were examined in affective processing, in the context of a visual search task.

Young and older adults were faster to detect high arousal images compared with low arousal and neutral items. Younger adults were faster to detect positive high arousal targets compared with other categories. In contrast, older adults exhibited an overall detection advantage for emotional images compared with neutral images. Together, these findings suggest that older adults do not display valence-based effects on affective processing at relatively automatic stages.

*Keywords:* aging, attention, information processing, emotion, visual search

# Keywords

 **La Consolacion College Bacolod**  
Research and Accreditation Office  
Bacolod City, Philippines

**4<sup>th</sup> INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY RESEARCH**  
February 4-6, 2015 | Nature's Village Resort, Talisay City, Negros Occidental, Philippines

**TITLE** ← Should be 12 words or less

**Abstract**

A good abstract should have only one paragraph. Submit a 200-word abstract with the following parts: (1) background; (2) method/s; (3) results; and (4) conclusion.

**Keywords:** keywords should include: (1) discipline of the study; (2) concepts investigated; (3) methods and process, (4) geography (country/continent).

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  - c. Environmental Science and Industrial Chemistry
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  - a. Language
  - b. Literature
  - c. Visual Arts

**Keywords:** Social Sciences, Extension and Community Outreach Services, Descriptive survey, Barangay Lucnab, Baguio City

# Appendices

## APPENDICES

Sample of communications

Sample of questionnaires

Sample of Permits or authentication papers

Consent Forms, (if appropriate)

Timetable for the research

Data collection instruments

Data analysis

Curriculum Vitae



A technically sound paper  
means an ethically sound  
study.

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