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**ABSTRACT**

This section of the paper should be a single paragraph abstract outlining the aims, scope and conclusion of the paper. While no word limit is imposed, authors should aim for an abstract length of about 300 words for full papers or about 50 words for shorter contributions.

**KEYWORDS**

Suggest approximately 4 - 6 keywords, separated by commas. The last keyword should be “Standards” and include a numerical list of the particularly relevant CDIO Standards, e.g., Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

**FORMATTING YOUR PAPER**

Use a one-column format with left and right justification. Set the page size to 210 x 280 mm or 8 ¼ x 11 inch so that printed copies will fit comfortably on both A4 and US Letter sizes. Set all the margins at 25 mm (1 inch) and set the footer to start 13 mm (½ inch) from the bottom of the page. Leave the gutter at 0 mm. (In Word you can use the Page Setup settings under Format/Document or the Page Layout tab to create a custom Paper Size and set the user defined non-printable margins to make sure the footer appears in the resulting PDF. Or simply use this template file. When creating the PDF from older versions of Word, you may need to use the File/Print Menu to save to PDF, as the File/Save to PDF option cuts off the footer in some cases.)

Use single space, Arial, 11 pt. Do not include page numbers, footnotes, or headers.

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Section headings (including **ABSTRACT** and **KEYWORDS**) are to be in bold and upper case letters in Arial 11 pt. Leave one blank line between the heading and the first line of text. There must be two blank lines before each section heading, or more if necessary to move to the next page without producing “widow lines”.

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Leave one blank line above and below any equation. Equations are to be centered and the equation reference right justified. Each equation should be numbered consecutively throughout the paper using Arabic numbers in parentheses. Equation references should be referred to in the text in the form Eqn (1).

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Equations should be typed (e.g., images are not acceptable) and all symbols should be explained within the text of your paper. You may include a separate section detailing all nomenclature.

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There is a degree of flexibility concerning tables. You may choose how you wish to format the rows and columns. However, please be consistent throughout your paper. The table reference and heading should appear above the table as shown below. Use 11 pt. upper and lower case letters for the title. Tables are to be centered on the page. Leave one blank line before the table heading and one blank line after the table (unless followed by a main section heading).

Table 1. Teacher Gender and Grade Level

|  |  |  |  |
| --- | --- | --- | --- |
|  | Male | Female | Total |
| Elementary | 40 | 60 | 100 |
| Junior High | 60 | 40 | 100 |
| High School  | 70 | 30 | 100 |

***Figures***

Figures must be centered with the reference and caption printed below the figure.

All figures must be quoted in the text. Use Arial 11 pt. upper and lower case letters for the figure legend. For example, see Figure 1 for a graph showing the distribution of Male Teachers by Grade Level from Table 1.

If photographs or images are included, high quality originals should be used. Figures should appear as close to their first citation in the text as possible with consideration for a smooth layout.



Figure 1. Entire caption for figure centered and below the illustration

**REFERENCES**

References should be listed in Arial, 10 pt. single-spaced in alphabetical order. Use the APA format for all references as shown in the example below. When citing a reference in the text, use Author/Date in parentheses (van Wezel et al., 2001) or directly refer to Angell & Straub (1999) in text for each reference.

Angell, I. O., & Straub, B. (1999). Rain-dancing with pseudo-science. *Cognition, Technology & Work, 1*(3), 179-196.

Crisfield, M. A. (1991-1997). *Non-linear finite element analysis of solids and structures*. Chichester ; New York: Wiley.

Eppinger S. D., & Salminen V. K. (2001). Patterns of product development interactions. *Proceedings of ICED ’01*, Glasgow, 283-290.

van Wezel, W., & Jorna, R. J. (2001). Paradoxes in planning. *Engineering Applications of Artificial Intelligence, 14*(3), 269-286.

**BIOGRAPHICAL INFORMATION**

Include a 1-paragraph biography of each author. Give the full address, telephone, and email information for the corresponding author. **The authors must grant a Creative Commons license to reproduce the work and include the marking shown below.**

***Doris R. Brodeur***, Ph. D. is a Learning and Assessment Specialist in the Department of Aeronautics and Astronautics at the Massachusetts Institute of Technology. She is a co-author of *Rethinking Engineering Education: The CDIO Approach* (Springer, 2007). She collaborates regularly with universities in Latin America on topics related to curriculum design and the improvement of teaching and assessment. Her current scholarly activities focus on the cultivation of social responsibility in young adults.

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