

Description of Structured Abstract Elements >>BETA<<

Structured abstracts are now being accepted with papers submitted to ERIC via the Online Submission System at www.eric.ed.gov.

ERIC structured abstract elements include:

Background: Context of the study or the problem it addresses

Purpose: What the research focused on and why

Research Design(s) *selected from among the following terms:*

- Descriptive
- Correlational
- Experimental
- Quasi-experimental
- Single Subject
- Longitudinal
- Cross-sectional
- Statistical Modeling
- Statistical Survey
- Other Quantitative
- Statistical Synthesis
- Narrative Synthesis
- Qualitative
- Interview
- Epidemiological
- Brain Imaging

Setting: Place and time the study was conducted

Study Sample: Number of sample members and information on relevant demographic variables

Intervention: Description of the intervention implemented and how (if applicable) it differed from what the control/comparison group experienced

Control or Comparison Condition: What, if anything, control group received or participated in while the other group(s) received or participated in intervention (not applicable to all designs)

Data Collection and Analysis: How and when outcomes were measured, including any instruments employed and the statistical methods used to analyze data

Findings: Study results; estimates of intervention's effects on measurable outcomes for the study sample and for subgroups

Conclusions: Recommendations of author(s) based on findings and overall study

Citation: The reference to be used when referring to the research

Structured abstracts present key facts about research studies and their outcomes according to predetermined headings or elements. The format supports:

- The presentation of factual, objective information for decision making
- Consistency in reporting and interpreting research findings
- Improved capacity to identify, locate, and evaluate relevant research

Additional information, online help, and a video on structured abstracts are provided within the Online Submissions section of the ERIC Web site at www.eric.ed.gov.

