Type of the Paper (Article, Review, Communication, etc.)

Title

Firstname Lastname 1, Firstname Lastname 2 and Firstname Lastname 2,\*

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**Abstract:** A single paragraph of about 200 words maximum. For research articles, abstracts should give a pertinent overview of the work. We strongly encourage authors to use the following style of structured abstracts, but without headings: (1) Background: Place the question addressed in a broad context and highlight the purpose of the study; (2) Methods: briefly describe the main methods or treatments applied; (3) Results: summarize the article’s main findings; (4) Conclusions: indicate the main conclusions or interpretations. The abstract should be an objective representation of the article and it must not contain results that are not presented and substantiated in the main text and should not exaggerate the main conclusions.

**Keywords:** keyword 1; keyword 2; keyword 3 (List three to ten pertinent keywords specific to the article yet reasonably common within the subject discipline.)

0. How to Use This Template

The template details the sections that can be used in a manuscript. Note that each section has a corresponding style, which can be found in the “Styles” menu of Word. Sections that are not mandatory are listed as such. The section titles given are for articles. Review papers and other article types have a more flexible structure.

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1. Introduction

The introduction should briefly place the study in a broad context and highlight why it is important. It should define the purpose of the work and its significance. The current state of the research field should be carefully reviewed and key publications cited. Please highlight controversial and diverging hypotheses when necessary. Finally, briefly mention the main aim of the work and highlight the principal conclusions. As far as possible, please keep the introduction comprehensible to scientists outside your particular field of research. All the references mentioned in the text should be cited in the “Author-Date” format—e.g., (Baranwal and Munteanu [1921] 1955), (Berry and Smith 1999), (Cojocaru et al. 1999) or Driver et al. (2000). See the end of the document for further details on references.

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This section may be divided by subheadings. It should provide a concise and precise description of the experimental results, their interpretation, as well as the experimental conclusions that can be drawn.

3.1. Subsection

3.1.1. Subsubsection

Bulleted lists look like this:

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4. Discussion

Authors should discuss the results and how they can be interpreted from the perspective of previous studies and of the working hypotheses. The findings and their implications should be discussed in the broadest context possible. Future research directions may also be highlighted.

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**Appendix A**

The appendix is an optional section that can contain details and data supplemental to the main text—for example, explanations of experimental details that would disrupt the flow of the main text but nonetheless remain crucial to understanding and reproducing the research shown; figures of replicates for experiments of which representative data is shown in the main text can be added here if brief, or as Supplementary data. Mathematical proofs of results not central to the paper can be added as an appendix.

**Appendix B**

All appendix sections must be cited in the main text. In the appendices, Figures, Tables, etc. should be labeled starting with “A”—e.g., Figure A1, Figure A2, etc.

References

References must be arranged in alphabetical order of the first author in the Reference list and listed individually at the end of the manuscript. We recommend preparing the references with a bibliography software package, such as EndNote, Reference Manager or Zotero to avoid typing mistakes and duplicated references. Include the digital object identifier (DOI) for all references where available.

Citations and references in the Supplementary Materials are permitted provided that they also appear in the reference list here.

**Journal Article (Section 10.1)**

Edwards, A. A., Steacy, L. M., Siegelman, N., Rigobon, V. M., Kearns, D. M., Rueckl, J. G., & Compton, D. L. (2022). Unpacking the unique relationship between set for variability and word reading development: Examining word- and child-level predictors of performance. Journal of Educational Psychology, 114(6), 1242–1256. <https://doi.org/10.1037/edu0000696>

**Online Magazine Article (Section 10.1)**

Thomson, J. (2022, September 8). Massive, strange white structures appear on Utah’s Great Salt Lake. Newsweek. <https://www.newsweek.com/mysterious-mounds-great-salt-lake-utah-explainedmirabilite-1741151>

Print Magazine Article (Section 10.1)

Nicholl, K. (2020, May). A royal spark. Vanity Fair, 62(5), 56–65, 100.

**Online Newspaper Article (Section 10.1)**

ernstein, J. (2024, June 3). The man who couldn’t stop going to college. The New York Times. <https://www.nytimes.com/2024/06/03/magazine/benjamin-bolger-college-harvard-yale.html>

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