Instructions for JEE abstract formatting

The JEE now requires abstracts to conform to a structured format with the following headings: **Background, Purpose, Methodology/Approach, Findings/Conclusions,** and **Implications.** Abstracts must be 200 words or fewer and should refrain from using specialized terminology as much as possible.

Heading definitions and suggested length of sections

Background. Present the problem that motivated the research and briefly state the limitations to existing knowledge or ways of addressing the problem. Try to phrase this in a way that communicates the importance of the study. (2-3 sentences)

Purpose. Succinctly explain what was the goal of the research project or what is the primary aim of the article. (1 sentence)

Methodology/approach. Describe the sample population (if applicable), research design, conceptual framework, and/or analytic approach. For reasons of brevity and clarity, it is suggested that you avoid broad terms like *quantitative, qualitative,* or *philosophical* and instead refer directly to the specific method or approach. For example, *retrospective pre- and post-test, hierarchical regression, comparative case study, life history interviews, critical race theory,* etc. (2-3 sentences)

Findings/conclusions. Provide a high level overview of the most consequential findings (if reporting an empirical study) or conclusions (if advancing a conceptual argument). It is recommended that you share findings in plain terms rather than numeric form unless absolutely necessary (2-3 sentences)

Implications. Present 1-2 major takeaways that follow from your presentation. What is the main contribution you are making to knowledge, theory, research methodology, or practice? What should change as a result of your work? Ensure that this section relates to the background and purpose stated earlier. (2-3 sentences)

Example of a formatted abstract:

Background: Transfer of learning from adventure programs remains of critical interest to adventure education professionals. Most studies focus on the outcomes or content that transfers rather than on the process by which transfer occurs. **Purpose:** The research reported here focused on mechanisms that might influence learning transfer from adventure programs. **Methodology/Approach:** An open-ended survey questionnaire was distributed to a stratified random sample of 538 National Outdoor Leadership School (NOLS) alumni who participated from 1997-2006. Responses were analyzed to identify mechanisms of transfer. **Findings/Conclusions:** Critical mechanisms of transfer included instructors (through a variety of means), inherent qualities of the adventure courses (e.g. group dynamics, natural setting), and curriculum (e.g., leadership progression). Ultimately, learning transfer is complex and highly individual; astute adventure educators should intentionally use a wide spectrum of techniques and tools ranging from group dynamics to curriculum, when considering transfer in adventure education. **Implications:** There are many challenges to providing universal suggestions for adventure education design and delivery including attempting to effectively manage the confounding effects of learner characteristics and application environments. Although some of the lessons will remain beyond the influence of adventure education programs, others can be intentionally addressed through program design and implementation.

Sibthorp, J., Furman, N., Paisley, K., Gookin, J., & Schumann, S. (2011). Mechanisms of learning transfer in adventure education: Qualitative results from the NOLS transfer survey. *Journal of Experiential Education*, *34*(2), 109-126.