**TITLE OF NOT MORE THAN 10 WORDS**

**IN ARIAL 14 PT, UPPER CASE, BOLD, CENTERED**

**Author 1, Author 2, Author 3 (Arial, 11 pt, bold, center)**

Affiliation of Authors 1, 2, 3, e.g. Department, Institution (Arial, 11 pt, center)

**Author 4, Author 5 (Arial, 11 pt, bold, center)**

Different Affiliation of Authors 4, 5 (Arial, 11 pt, center)

**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 for full papers, separated by commas, 2-3 for shorter contributions. The last keyword must 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**

**Don’t forget to include the corresponding author’s contact data and the Creative Commons License at the end of the paper!**

Use a one-column format with left and right justification. Set the page size to A4 x US Letter (210 x 280 mm or 8 ¼ x 11 inch) so that printed copies will fit comfortably on both common page 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 choose Format/Document/Page Setup 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 Word, you will need to use the File/Print Menu to save to PDF, as the File/Save to PDF option still cuts off the footer in some cases.)

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

Use this footer format in Arial, 9 pt., italic, as shown at the bottom of the pages in this document:

*Proceedings of the Xth International CDIO Conference, Hosting Institution, Location, Month DD – DD, YYYY.*

Be sure you don’t shift the margin settings to move the bottom of the footer into the commonly unprintable area within 13 mm of the bottom of the page.

**A full paper should not generally exceed 10 pages of content, including tables, figures, and appendices, however it may exceed 10 physical pages where whitespace and or larger images are being used to enhance readability. Shorter contributions will typically be 1 to 3 pages and may include additional hand-out materials.**

**SECTION HEADING IN BOLD AND UPPER CASE**

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 are to be two blank lines before each section heading, or more if necessary to move to the next page without producing “widow lines”.

Body text is Arial 11 pt. single-spaced. Between paragraphs of text, leave single-line spacing. Paragraphs should not have any indents. Text should be left and right justified, providing a vertical margin on both sides. Use single column format only.

***Secondary Headings***

Secondary headings are printed in bold and italic with Arial 11 pt. as shown. Use upper and lower case letters. There is one blank line above a secondary heading and one blank line between the secondary heading and the first line of the text.

*Tertiary Headings*

Tertiary headings, if required, are printed in italic in Arial 11 pt. as shown above. Use upper and lower case letters. Leave one blank line above and below tertiary headings.

**SHORT CONTRIBUTIONS**

Short contributions for roundtables, workshops and projects in progress will not be subject to peer review and are not expected to be as long as a full paper, allowing the content to be more timely.

***Roundtables***

For roundtable contributions you should detail the OBJECTIVES to be reached and QUESTIONS to be addressed as well as any preparation requirements or background information participants should be aware of.

***Workshops***

For workshop contributions your should detail the OBJECTIVES in terms of what participants will gain from the session and ACTIVITIES to be undertaken during the workshop, as well as any preparation requirements or background information participants should be aware of.

***Projects in Progress***

Contributions detailing projects in progress should detail the OBJECTIVES of the project, CURRENT STATUS, as well as OPEN QUESTIONS for FUTURE WORK to enable participants to provide useful feedback to advance the project.

**SPECIAL FORMATTING**

***Equations***

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).

Reliability of scores = 2 (reliability for ½ test) + 1 (1)

Equations should be typed and all symbols should be explained within the text of your paper. You may include a separate section detailing all nomenclature.

***Tables***

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 are to 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 not appear any further from their first citation in the text than is necessary for satisfactory 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.

***Johan Malmqvist*** is a Professor in Product Development and Dean of Education at Chalmers University of Technology, Göteborg, Sweden. His current research focuses on information management in the product development process (PLM) and on curriculum development methodology.

***Corresponding author***

|  |  |
| --- | --- |
| Dr. Doris R. Brodeur  Massachusetts Institute of Technology  77 Massachusetts Avenue 33-420  Cambridge, Massachusetts, USA 02139  1-617-253-3321  [dbrodeur@mit.edu](mailto:dbrodeur@mit.edu) | [reative Commons License](http://creativecommons.org/licenses/by-nc-nd/3.0/deed.en_US) This work is licensed under a [Creative Commons Attribution-NonCommercial-NoDerivs 3.0 Unported License](http://creativecommons.org/licenses/by-nc-nd/3.0/deed.en_US). |