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Thesis and Dissertation Formatting

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Focused on the future of learning.

Where and when to begin?

- What is the standard format for your program?
- Start with all assignments and writing
- When writing proposal consider this as the start of your thesis.
- Format now: see FGS guidelines
- See DTheses repository for examples
  - https://dt.athabascau.ca/jspui/handle/10791/2

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Formats for Theses and Dissertations

- FGS: *Formats for Theses and Dissertations*
  http://fgs.athabascau.ca/handbook/index.php
  http://fgs.athabascau.ca/docs/Formats_ofTheses-03May13.pdf
- Grad Program formatting guidelines, e.g. APA 6th Ed.
- Library and Archives Canada

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Common issues

- Cover page
  - see example page 13 FGS guidelines
  - no quotations around title
  - Proper degree name
  - FULL name of Faculty and Centre
  - No parentheses around Date

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Common issues

- Other
  - REB memo
  - Abstract length
  - Order of appendices and tables
  - Consistent formatting for tables and figures
  - The role of appendices
  - Confusion between tables and figures

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Tables and figures

See Program formatting guidelines
e.g., APA
http://www.apastyle.org/products/4316117.aspx

List of tables and figures included in ToC
BUT, place in text of document (p. 5)

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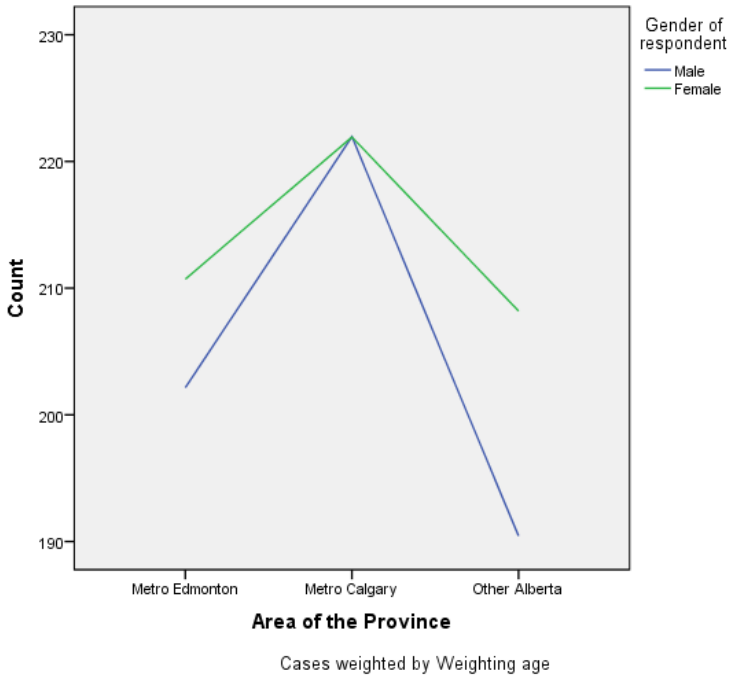
Tables vs figures

Area of the Province * Gender of respondent Crosstabulation

			Gender of respondent		Total
			Male	Female	
Area of the Province	Metro Edmonton	Count	202	211	413
		% within Area of the Province	48.9%	51.1%	100.0 %
	Metro Calgary	Count	222	222	444
		% within Area of the Province	50.0%	50.0%	100.0 %
	Other Alberta	Count	190	208	398
		% within Area of the Province	47.7%	52.3%	100.0 %
Total		Count	614	641	1255
		% within Area of the Province	48.9%	51.1%	100.0 %



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Tables and figures

- Whenever possible, the title and caption of each table and figure should be on the same page as the figure or table.
- The title or caption should be located at the top of the table.
- The entire table or figure should be on one page (in other words, not straddle across two pages).

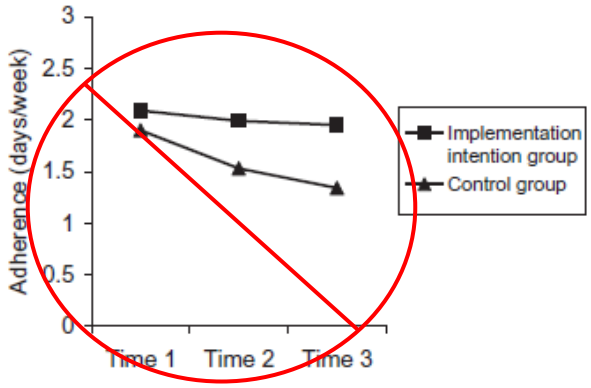

Figure 2. Effects of implementation intentions on adherence over time.

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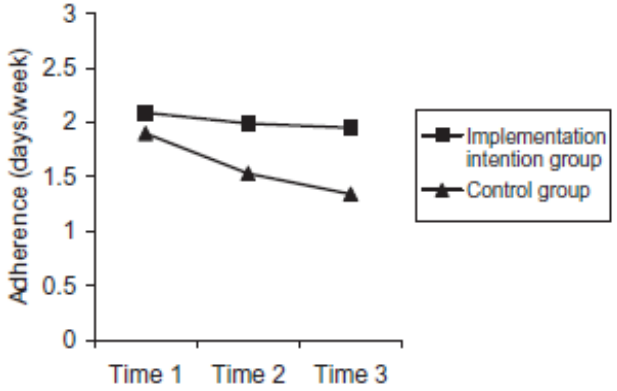

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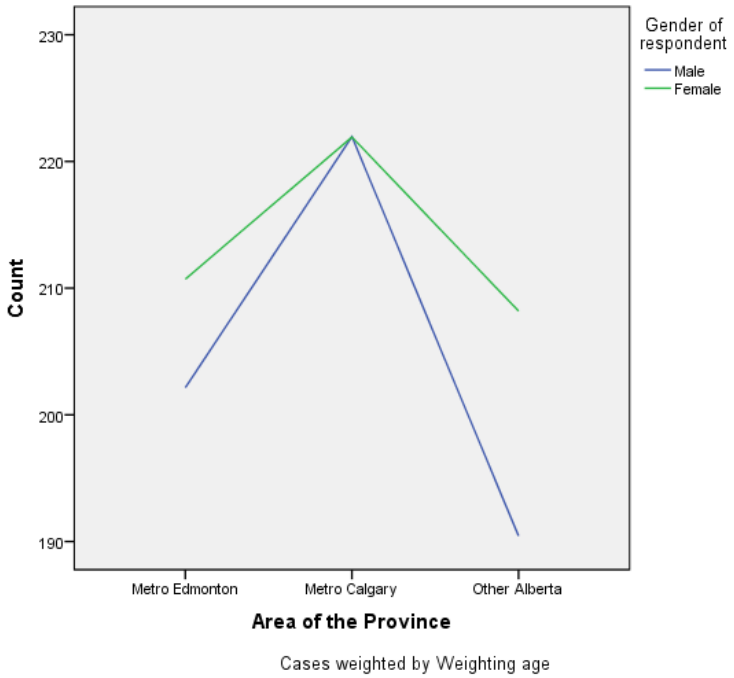

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Tables and figures

Table 3

Means, Standard Deviations (SDs), and Ranges of Mean Resting and Peak Pre-Exercise HR and BP for Men and Women

	Women ($n = 17$)			Men ($n = 45$)		
Variable	*M*	*SD*	Range	*M*	*SD*	Range
HR-rest	67.7	10.4	52.0–92.0	62.5	11.1	44.0–94.7
HR-preex	73.9	11.7	57.0–99.0	69.6	13.4	47.0–106.0
SBP-rest*	124.7	16.8	109.0–180.0	110.7	14.3	93.0–160.0
SBP-preex*	146.1	16.1	112.0–182.0	129.4	22.5	94.0–178.0
DBP-rest	74.3	12.6	50.7–93.0	70.2	10.3	51.3–96.0
DBP-preex	78.5	16.1	58.0–104	75.9	12.7	50.0–108.0

HR-rest = resting heart rate; HR-preex = preexercise heart rate; SBP-rest = resting systolic blood pressure; SBP-preex = preexercise systolic blood pressure; DBP-rest = resting diastolic blood pressure; DBP-preex = preexercise diastolic blood pressure.

*$p < .01$ for differences between gender.

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Tables or figures

Evaluation criteria of the ACTIONS and SECTIONS models

ACTIONS	SECTIONS
A – access	S – student
C – costs	E – ease of use
T – teaching and learning	C - costs
I – interactivity	T – teaching and learning
O – organizational issues	I - interactivity
N – novelty	O – organizational issues
S – speed	N - novelty
	S – speed

Note. From *Technology, E-learning and Distance Education* (p. 65), by A. W. Bates, 2005, London and New York: Routledge. Reprinted with permission.

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Tables or figures...not both

Table 16

Mean Examination Scores for October 2012

	Student_Grouping	N	Mean	Std. Deviation
Final Examination Scores for October 2012	Control	35	68.8286	10.22248
	Treatment	31	69.3871	9.69769

Table 18

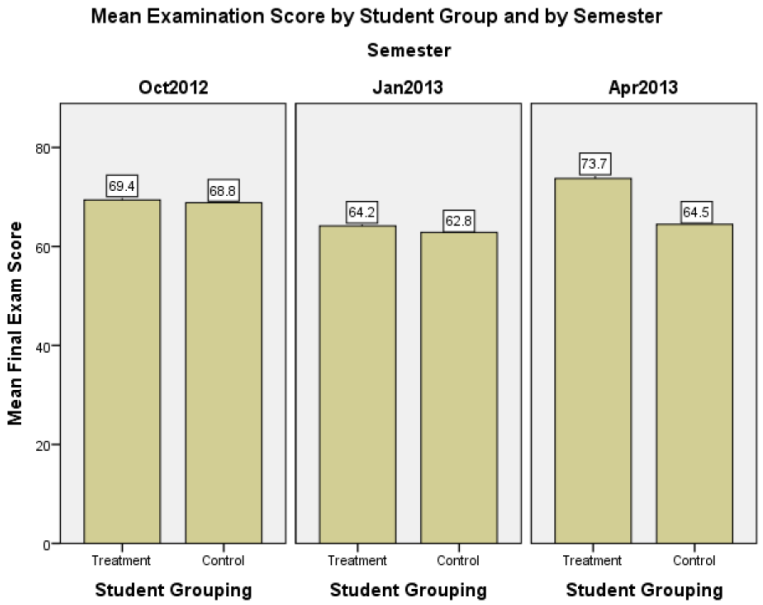
Mean Examination Scores for January 2013

	Student_Grouping	N	Mean	Std. Deviation
Final Examination Scores for January 2013	Control	36	62.8333	14.99047
	Treatment	25	64.1600	11.09685

Table 20

Mean Examination Scores for April 2013

	Student_Grouping	N	Mean	Std. Deviation
Final Examination Scores for April 2013	Control	34	64.4706	10.01585
	Treatment	22	73.7273	13.50902



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