Abstracts

Most research papers will require an abstract. Abstracts typically consist of a single paragraph containing from about 4 to 10 full sentences. This kind of abstract is more important for the reader than for the writer. There are two main approaches to writing an abstract. One is the ***results-driven*** abstract, because it concentrates on the research findings and what might be concluded from them. Another approach is the ***summary*** abstract in which you provide one or two sentence synopses of each of the sections in your paper. Abstracts should aim to be informative rather than indicative (i.e., they should include the main findings). However, this may not be possible with complex or theoretical papers (Swales & Feak, 2017).

Examples:

Results-Driven

This paper examined knowledge and attitudes towards agricultural shows and fairs among secondary school students in Botswana. A simple random sampling technique was used to select three schools and 60 students from the selected schools. The results show that many students are females (53.3%) enrolled in secondary students, between 14 to 16 years of age (73.3%), aware and had visited agricultural shows and fairs (51% and 78.3%) respectively. There is a significant relationship between knowledge and attitude (r =0.34, p<0.05, df…). It is important, therefore, that the education objectives of agricultural shows and fairs be made more prominent and realistic.

> *Keywords:* knowledge, perception, agricultural shows and fairs, youth, career
> (Oladele, 2010).

Summary-Driven

Landscape conservation science and practice has increasingly embraced a "people and nature" paradigm that recognizes the dynamic complexity and bidirectional relationships in social-ecological systems. Conservation research remains heavily biased toward the ecological dimensions of conservation, with socially focused research taking up a relatively small fraction. The digital revolution and accompanying geospatial web inspired platforms and methods that provide a significant opportunity for closing this divide. This article focuses on potential contributions to conservation science and practices from one such integrative platform—interactive deep maps and their resulting spatial narratives—that digitally combine the qualitative and experiential essence(s) of place with the quantitative capabilities of Cartesian space. By critically exploring emerging work, we propose that interactive deep maps and spatial narratives are uniquely positioned for integrating social and ecological dimensions of place-based conservation by linking the lived experiences of people with the spatially represented ecological characteristics of nature.

> *Keywords:* Insights, interdisciplinary integration, social-ecological systems
> (Eanses, Sibernagel, Robinson, & Hart, 2020).

(Updated 08/07/2025)

Eanes, F. R., Silbernagel, J. M., Robinson, P., & Hart, D. A. (2020). Interactive Deep Maps and Spatial Narratives for Landscape Conservation and Public Engagement. In *Landscape Journal: Design, planning, and management of the land* (Numbers 1-2 ed., Vol. 38, pp. 7-24). University of Wisconsin Press.

Oladele, I. O. (2010). Students Knowledge and Attitudes towards Agricultural Shows and Fairs in Botswana. *NACTA Journal, 54*(No. 4), 45-48. North American Colleges and Teachers of Agriculture (NACTA).

Swales, J. M., & Feak, C. B. (2017). *Academic writing for graduate students: Essential tasks and skills* (pp. 282-284). Ann Arbor, MI: The University of Michigan Press.