

APA Referencing and In-text Citations

Learning Support

APA Referencing

In-text Citation

Information in the body of your paper about a **source** of ideas/information used in your paper

References

Information at the **end** of your paper that enables readers to find the **sources cited** in the body of your paper

**Avoid accusations of plagiarism
Acknowledge the original authors and their
contributions to the knowledge pool**

In-text Citations

- Citation = Information in the body of your paper about a **source** of ideas/information used in your paper
- Examples:

For quotations

Using modeling and statistical instruments such as “path analysis, multilevel modeling, and adapting the approaches of previous work” provide support for existing relationships (Schmidt, Burroughs, Zoido, & Houang, 2015, p. 380).

In-text Citations

- Examples:

For paraphrases or summaries

Silver (2012) postulated that Gutenberg's 1440 printing press invention, not the microchip, created the mass media industry giving the power of knowledge to all and sundry.

Or

It has been suggested that Gutenberg's 1440 printing press invention, not the microchip, created the mass media industry giving the power of knowledge to all and sundry (Silver, 2012).

In-text Citations

- APA in-text citations always include the author's family name and year of publication =
They're a couple!

Chapman (1995) reported that once trust is gone in a relationship, love is gone, too.

In-text Citations

- It includes the page/s when you are quoting/using **quotations** in addition to the author's family name & year of publication

Csikai and Chaitin (2006) point out that confusing this issue is the overlapping nature of roles in palliative care, whereby “medical needs are met by those in the medical disciplines; nonmedical needs may be addressed by anyone on the team” (p. 112).

What if I don't know the author/s?

- What organization owns the source?
- Example
 - The Secretary-General of the United Nations, Mr Ban Ki-moon, has emphasized repeatedly that the refugee crisis needs a global response (United Nations, 2016).

What if I'm using information from a source cited in another source?

- Citing Indirect Sources
- Example
 - Tofi and Farrington (2011) noted the effectiveness of programmes drawn from the work of Dan Olweus (as cited in Ansary, Elias, Greene, & Green, 2015).

Table 6.1. Basic Citation Styles

Type of citation	First citation in text	Subsequent citation in text	Parenthetical format, first citation in text	Parenthetical format, subsequent citations in text
One work by one author	Walker (2007)	Walker (2007)	(Walker, 2007)	(Walker, 2007)
One work by two authors	Walker and Allen (2004)	Walker and Allen (2004)	(Walker & Allen, 2004)	(Walker & Allen, 2004)
One work by three authors	Bradley, Ramirez, and Soo (1999)	Bradley et al. (1999)	(Bradley, Ramirez, & Soo, 1999)	(Bradley et al., 1999)
One work by four authors	Bradley, Ramirez, Soo, and Walsh (2006)	Bradley et al. (2006)	(Bradley, Ramirez, Soo, & Walsh, 2006)	(Bradley et al., 2006)
One work by five authors	Walker, Allen, Bradley, Ramirez, and Soo (2008)	Walker et al. (2008)	(Walker, Allen, Bradley, Ramirez, & Soo, 2008)	(Walker et al., 2008)
One work by six or more authors	Wasserstein et al. (2005)	Wasserstein et al. (2005)	(Wasserstein et al., 2005)	(Wasserstein et al., 2005)
Groups (readily identified through abbreviation) as authors	National Institute of Mental Health (NIMH, 2003)	NIMH (2003)	(National Institute of Mental Health [NIMH], 2003)	(NIMH, 2003)
Groups (no abbreviation) as authors	University of Pittsburgh (2005)	University of Pittsburgh (2005)	(University of Pittsburgh, 2005)	(University of Pittsburgh, 2005)

(APA, 2010, p. 177)

What are References?

- Are **References** the same as a Bibliography?
- Bibliography - A bibliography is a list of all of the sources you have used (whether referenced or not) in the process of researching your work
- Not in APA guidelines

What Are References?

- References = Information at the *end* of your paper that enables readers to find the sources *cited* in the body of your paper
- All your **citations** must be in the **list of references**
- All your **references** must have a **matching citation** in the body of your paper

- Foster, M., Lewis, J., & Onafowora, L. (2003). Anthropology, culture, and research on teaching and learning: Applying what we have learned to improve practice. *Teachers College Record, 105*, 261–277. doi:10.1111/1467-9620.t01-1-00239
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- Hu, S., & St. John, E. P. (2001). Student persistence in a public higher education system: Understanding racial and ethnic differences. *Journal of Higher Education, 72*, 265–286.

List in alphabetical order of first authors' family names

Example of Citation and Reference

Csikai and Chaitin (2006) point out that confusing this issue is the overlapping nature of roles in palliative care, whereby “medical needs are met by those in the medical disciplines; nonmedical needs may be addressed by anyone on the team” (p. 112).

References

Csikai, M., & Chaitin, S. (2006). *The nature of palliative care among patients with chronic diseases*. Washington, DC: Pearson Longman.

- The second and subsequent lines are always **tabbed** or **indented**

Reference List

- The reference list comes at the end of your paper
- Authors' family names come first in each reference
- Reference list is arranged alphabetically by first authors' family names
- In the American and British systems, surnames of authors are identified to be the **last name**

Online APA Reference Resource

- OWL at Purdue, APA
- <https://owl.english.purdue.edu/owl/resource/560/06/>
- Let's try referencing different common citations!

Exercise 1

Journal article

Thinking Together and Alone

Deanna Kuhn¹

Collaborative intellectual engagement is held in high regard in contemporary educational thought as a pedagogical practice of broad value to K–12 students. To what extent is this enthusiasm warranted? Is the practice uniformly productive, or does variability exist in the contexts in which collaboration is effective, the mechanisms involved, and the objectives achieved? In addition to examining these questions, this article suggests further questions that might be addressed with the objective of establishing a more comprehensive base of evidence to substantiate the practice of collaborative learning. Finally, the article reconsiders why collaborative cognition should be a critical concern.

Keywords: argumentation; cognitive processes/development; collaboration; cooperative learning; discourse; discourse analysis; experimental design; inquiry; mixed-methods; pedagogy; reasoning thinking

Two middle school science teachers are covering the topic of extinction of the dinosaurs. One does so quickly; he tells students the cause is not certain, mentions a couple of possibilities, and moves on. The teacher next door adopts a newer approach, one requiring her to devote more time to the topic. She makes available some background information and organizes students in small groups to debate among themselves which of two competing theories is more likely to be correct and why. The activity seems appealing, and students engage energetically. But what do students in the second class stand to gain from this larger investment of instructional time?

The question is worth asking on both theoretical and practical grounds. Across the K–12 curriculum, peer collaboration has come to be highly regarded as enlightened educational practice. Students benefit by engaging intellectually with one another, it's widely believed. If so, we need to know what these benefits are.

The views fall into two camps. The more recent is the characterization of collaboration as a "21st century skill" (Dede, 2010; Trilling & Fadel, 2009) essential to students in their adult lives and therefore a critical one for them to gain proficiency in. Young people who have not mastered it will find themselves at a serious disadvantage in the professional workplace as well as outside it. Like most skills, it is only mastered with sustained practice that ought to begin early and continue throughout the school years.

The longer standing view is captured in the title of a 25-year-old article, "The Development of Individual Competencies Through Social Interaction" (Doise, 1990). Less a desired end in its own right, peer collaboration is regarded as a means to achieve another objective—intellectual advancement on the part of the

individual who participates in it. The favor in which this view of collaboration as a tool for individual intellectual gain continues to be held might lead one to think there is more evidence in support of its effectiveness than in fact exists. Moreover, what evidence does exist is not consistent: As elaborated here, cognitive collaboration with peers does not always yield identifiable benefits, and whether it does or not appears to depend on who is learning what and under what conditions.

Few in number are rigorous experimental studies that compare groups and individuals engaging in a comparable intellectual task and demonstrate greater cognitive gain on the part of those who participated in the group condition—exactly the evidence that educators would presumably want to justify the collaborative method. Some students, in fact, appear not to benefit at all from collaboration. Sampson and Clark (2009), for example, found that one-third of students' individual explanations following group work on a science problem were inferior to the solution that their small group had produced. Collaboration may even lead to a decline in thinking quality, it has been noted, due to overconfidence that group interaction can produce (Koriat, 2012; Minson & Mueller, 2012).

More common are studies of collaboration by investigators seeking to uncover its benefits but in the absence of a comparison condition in which individuals work alone. Without this comparison, quality of performance on the part of the group may be attributable simply to the performance of its most able member, what has been called a "truth wins" account (Schwartz,

¹Teachers College, Columbia University, New York, NY

Exercise 1 – Journal Article

Kuhn, D. (2015). Thinking together and alone.
Educational Researcher, 44(1), 46-53.
doi:10.3102/0013189X15569530

- DOI – document object identifier
 - For articles found in pdf online

Exercise 2 Journal article

Recent Trends in Intergovernmental Relations: The Resurgence of Local Actors in Education Policy

Julie A. Marsh¹ and Priscilla Wohlstetter²

In this essay, the authors explore trends in intergovernmental relations (IGR) by analyzing recent education policies—No Child Left Behind Act, Common Core State Standards, and local empowerment policies. Identifying a resurgent role for local actors in education policy, the authors argue that recent federal efforts to exert more control have in many ways strengthened the influence of local actors by providing avenues for school districts and other local “non-system” players to challenge traditional governance arrangements. In a similar vein, because the federal government’s ability to achieve its goals rests primarily on actions of local players, federal policies have in the course of implementation strengthened the hand of many local actors. Based on their analyses, the authors stress that IGR is not a zero-sum game. As one level gains power in certain domains, other levels may simultaneously acquire power in the same or different domains. The authors further argue that relations among federal, state, and local governments are bidirectional. Federal policy often requires states and districts to alter local policies, and conversely, decisions made by states and districts can also influence federal decisions. The authors begin the essay with an overview of the intergovernmental landscape, followed by an analysis of current education policies to illustrate the ways in which local actors have retained and asserted significant control over schooling, despite the expanded federal role in education policy. The essay concludes with questions for future research and practice.

Keywords: educational policy; governance; policy; policy analysis

Relationships between the federal, state, and local governments greatly shape education policy in the United States. Continually shifting over time, intergovernmental relations (IGR) have been the object of much attention in academic and policy circles. These relationships have also sparked perennial debates over questions of who should decide what is taught and tested in our schools, and what level of government should be responsible for matters of standards, curriculum, testing, and accountability.

In recent years, considerable attention has been devoted to the expanded federal role in education. Scholars have touted federal reforms such as the No Child Left Behind Act (NCLB) as “far-reaching” (Hess & Petrilli, 2006, p. 2) and “the greatest extension to date of federal authority over public school governance” (McDermott & Jensen, 2005, p. 39). Others have characterized the Obama administration’s recent policy initiatives as having “moved the boundaries of federalism” (Viteritti, 2012, p. 2117). Often accompanying these observations, however, is an assumption that expansion of federal authority translates into an inexorable, one-way loss of power from state and local governments. In this essay, we challenge this assumption, arguing that

recent trends in education policy have led us to rethink where power is located. The evidence points to a different conclusion: Federal efforts to exert more control in education policy have in many ways strengthened the influence of local actors by providing avenues for local players to challenge traditional governance arrangements.

We focus on the local level for several reasons. First, research on IGR tends to emphasize the relationship between federal and state governments, perhaps a vestige from our federalist roots (2012 special issue of *Educational Policy*; Hess & Kelly, 2011; Manna, 2006; Sunderman & Kim, 2004; Sunderman, Kim, & Orfield, 2005; Walker, 2000). Although contributing to knowledge about IGR in education, this scholarship has at times neglected the increasingly diverse and powerful set of local actors shaping education policy. Consistent with our argument, several of the contributors to the special issue of *Educational Policy* recognized that recent federal policies had not diminished but instead strengthened the role of state government. Yet, few

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Exercise 2 – Journal Article

Marsh, J. A., & Wohlstetter, P. (2013). Recent trends in intergovernmental relations: The resurgence of local actors in education policy. *Review of Educational Research*, 42(5), 386-341. doi:10.3102/0013189X13492193

You try!

Review of Educational Research
June 2015, Vol. 85, No. 2, pp. 275–314
DOI: 10.3102/0034654314551063
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Strategies for Teaching Students to Think Critically: A Meta-Analysis

Philip C. Abrami, Robert M. Bernard, Eugene Borokhovski,
David I. Waddington, C. Anne Wade,
and Tonje Persson
Concordia University, Canada

Critical thinking (CT) is purposeful, self-regulatory judgment that results in interpretation, analysis, evaluation, and inference, as well as explanations of the considerations on which that judgment is based. This article summarizes the available empirical evidence on the impact of instruction on the development and enhancement of critical thinking skills and dispositions and student achievement. The review includes 341 effects sizes drawn from quasi- or true-experimental studies that used standardized measures of CT as outcome variables. The weighted random effects mean effect size (g^+) was 0.30 ($p < .001$). The collection was heterogeneous ($p < .001$). Results demonstrate that there are effective strategies for teaching CT skills, both generic and content specific, and CT dispositions, at all educational levels and across all disciplinary areas. Notably, the opportunity for dialogue, the exposure of students to authentic or situated problems and examples, and mentoring had positive effects on CT skills.

KEYWORDS: critical thinking, instructional practices, learning processes/strategies

Toward the mid- to late 1920s, John Dewey became significantly more pessimistic in his outlook. Discouraged by the intellectual vacuity and corruption of the Harding and Coolidge administrations and by a faith-based free market approach to social and economic problems, Dewey (1925) underlined, again and again, the importance of critique. The final chapter of *Experience and Nature*, which is recognized as one of Dewey's most important philosophical works, is dedicated to an expansive and passionate defense of the power of critique in all aspects of our lives. Intelligence, said Dewey, was "critical method applied to goods of belief, appreciation and conduct, so as to construct free and more secure goods" and was "the stay and support of all reasonable hopes" (p. 437). Critical thinking (henceforth, in this article, abbreviated CT), for Dewey, was something all citizens needed to engage in on a regular basis, and the role of the philosopher

My answer!

Abrami, P. C., Bernard, R. M., Borokhovski, E., Waddington, D. L., Wade, C. A., & Persson, T. (2015). *Review of Educational Research*, 85(2), 275-314. doi:10.3102/0034654314551063

Exercise 3
Book

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*Language
& Learning*
An Introduction for Teaching



Marie Emmitt, Matthew Zbaracki,
Linda Komesaroff & John Pollock

Exercise 3 Book



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- References to the new national Australian Curriculum.

Marie Emmitt - Professor and Dean, School of Education, Australian Catholic University
Matthew Zbaracki - Senior Lecturer, School of Education, Australian Catholic University
Linda Komesaroff - former Senior Lecturer, School of Education, Deakin University
John Pollock - former Head of Department of Industry Education, RMIT University

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Exercise 3 - Book

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You try!

Doing Case Study Research

A
Practical
Guide for
Beginning
Researchers

Dawson R. Hancock
Bob Algozzine

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—**Mary Lynne Calhoun**, Dean, College of Education,
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—**Claudia Flowers**, University of North Carolina, Charlotte

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Book Features:

- A step-by-step approach that speaks directly to the novice investigator.
- Many concrete examples to illustrate key concepts.
- Questions, illustrations, and activities to reinforce what has been learned.

Dawson R. Hancock is Chair of the Department of Educational Leadership at the University of North Carolina at Charlotte.

Bob Algozzine is the Codirector of the Behavior and Reading Improvement Center at the University of North Carolina at Charlotte.



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Exercise 4 Chapter in Edited Book

Vygotsky's Educational Theory in Cultural Context

Edited by
Alex Kozulin
Boris Gindis
Vladimir S. Ageyev
Suzanne M. Miller

CAMBRIDGE

Learning and Development of Preschool Children from the Vygotskian Perspective

Elena Bodrova and Deborah J. Leong

Although Vygotsky's interest in the issues of learning and development was not limited to any specific age, it seems that many of his best known ideas are often discussed in the context of the development of younger children. It makes our job as authors who venture to present the Vygotskian perspective on this subject both easy and challenging. The easy part is to review these well-known ideas, including the relationship between teaching/learning and development, the role of make-believe play, and the evolution of oral speech from public to private. The challenging part is to look beyond these familiar themes and to present an integral picture of preschool age from Vygotsky's perspective and in the broader context of the cultural-historical perspective. Considering that Vygotsky's own writing on this subject is sometimes fragmented and presents more of a series of brilliant insights than a complete theory, we believe that adding the work of post-Vygotskians will enrich the readers' theoretical understanding and at the same time provide a necessary connection to possible practical applications.

DEFINITION OF PRESCHOOL AGE

When describing Vygotsky's approach to the issues of learning and development of preschool children, one should be aware of the meaning of the term *preschool age* in Vygotsky's times. Meaning literally "prior to entering school," this term was used to describe a child up to the time he or she reached the age of 7 or even 8 years. In this sense, the upper boundaries of the "preschool age" can be roughly equivalent to the end of "early childhood" – the term used in the Western literature to cover the entire period from birth to age 8. As for the lower boundaries, in Russia, children begin to be referred to commonly as "preschoolers" when they reach the age of 3 years. This "everyday" definition of what *preschool* means is consistent with Vygotsky's own references to the youngest children as

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Exercise 4

Chapter in Edited Book

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17	Mediation in Cognitive Socialization: The Influence of Socioeconomic Status <i>Pedro R. Portes and Jennifer A. Vadeboncoeur</i>	371
18	Cultural Modeling: CHAT as a Lens for Understanding Instructional Discourse Based on African American English Discourse Patterns <i>Carol D. Lee</i>	393

Exercise 4 – Chapter in Edited Book

Bodrova, E., & Leong, D. J. (2006). Learning and development of preschool children from the Vygotskian perspective. In A. Kozulin, B. Gindis, V. S. Ageyev, & S. M. Miller (Eds.), *Voygotsky's educational theory in cultural context* (4th ed.) (156-176). New York, New York: Cambridge University Press.

Acceptable abbreviations in reference list

Abbreviation	Book or publication part
ed.	edition
Rev. ed.	Revised edition
2 nd ed.	second edition
Ed. (Eds.)	Editor (Editors)
Trans.	Translator(s)
n.d.	no date
p. (pp.)	page (pages)
Vol.	Volume (as in Vol. 4)
Vols.	Volumes (as in Vols. 1-4)
No.	Number
Pt.	Part
Tech. Rep.	Technical Report
Suppl.	Supplement

(APA, 2010, p. 180)

Citing and Referencing a **cartoon or photo taken online**



Figure 1. When commodities plummet
(Parker, 2010).

References

Parker, J. (2010, September 4). When commodities plummet. [Cartoon image]. Retrieved from <http://www.lietaer.com/2010/09/wont-community-currencies-create-inflation/>

Citing and Referencing videos in YouTube

Citation:

Behaviorism is at work when someone trains a cat to operate a light switch (Norton (2006)).

References

Norton, R. (2006, November 4). How to train a cat to operate a light switch [Video file].

Retrieved from

<http://www.youtube.com/watch?v=Vja83KLQXZs>

Citing and Referencing a Web Blog

Citation:

Lynch (2015) has pointed out the importance of compromise and collaboration in managing projects.

References

Lynch, D. (2015, November 25). Talking and writing: here the twain meet. Retrieved from <http://blog.cds.udel.edu/talking-and-writing-here-the-twain-meet/>

Reminders

- APA is not a perfect referencing system
- In APA referencing, use your sound judgment and professional expertise to include as much information as possible if you encounter references (whether print or online) that lack information
- The idea/goal is to give **as much information as possible relating to the SOURCE** for use by readers and future researchers

Where to get help

- The appropriate style manual or guidelines
 - *Publication Manual of the American Psychological Association (6th edition)*
- Your lecturers/tutors
- Your peers (with due care)
- The library and library staff
- Learning Support services online: <https://www.jcu.edu.sg/student-life/student-support-services/learning-support>

Feedback on Workshop

- Please go to <http://jcu.sg/LSfeedback>
- Please complete the feedback
- Contact us at learningsupport-singapore@jcu.edu.au

Thank you!

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