

Recommended Referencing style

You should make sure that all submitted work is your own. If your text is substantially informed by the work of others, this should be indicated in the text with a reference. If you quote text written by others this should be referenced with the page number of the original included.

Care should be taken to correctly cite the work of others and the teaching team are happy to provide guidance on this, or you can consult materials provided by the Participant Learning Centre (see <http://slc.otago.ac.nz/studyskills>).

The course uses the APA (American Psychological Association) referencing style. You are recommended to obtain the tutorial booklet *Using the APA Referencing Style* from the Participant Learning Centre in the ISB Building. You will also find information about referencing styles at: <http://www.library.otago.ac.nz/research/citation.html>

A guide to using within-text citations

Sources can be cited in the text of your report in three ways:

- reporting through paraphrase;
- paraphrasing and giving the source in brackets;
- direct quotation.
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Reporting through paraphrase

When you paraphrase, you express the ideas of an author in your own words. You can extract and summarise important points and say where and from whom you have taken the ideas. You can use reporting verbs to refer to an author, for example:

Brown (1990, p. 213) claims that “a more effective approach is ...”

As Brown (1990) points out ...

Brown (1990) has expressed a similar view.

Brown’s (1990) study shows that...

Brown (1990) draws attention to the fact that ...

Brown (1990) found that ...

Brown’s (1990) research suggests that ...

Brown (1990) argues that ...

Direct quotation

Use quotations to:

- highlight an important point in your argument;
- provide definitions of words, concepts, theories;
- provide explanations of phenomena, theories, ideas;
- present a strong view of another author;
- illustrate a range of views on a topic, particularly opposing ones.

A general rule is to use quotations sparingly. If you do so, it is important that you quote exactly what the other writer has written. If you wish to use only part of a sentence, the part that is not written is indicated by ellipsis (three dots '...'). For example: “...setting the right conditions for the development of deep approaches” (Ramsden, 2003, p. 81). Short quotes should appear as part of the sentence and be enclosed in double inverted commas with the author's surname, year of publication and the page number in brackets. Long quotes (more than 3 lines) should be single-spaced and indented as a separate paragraph with no quotation marks. For example:

Citing multiple authors

A distinction is made between the first reference to the authors and subsequent references. For example, in the first instance, use the full, formal citation for up to three authors, as follows:

According to Marshall, Rowland, and Jones (1991), " ... " or (Marshall, Rowland, & Jones, 1991).

For subsequent references to the authors, use: According to Marshall, et al. (1991), "... " or (Marshall, et al., 1991).

For four or more authors use the first author’s name with et al. in all cases.

If more than one publication by the same author was published in the same year, differentiate between them with "a" and "b", for example: (Hunt, 2000a) stated that “...” and (Hunt, 2000b) argued that ...

Primary and secondary sources

You should distinguish between primary and secondary sources. Wherever possible you should find and use the primary source of a particular study. For example, Säljö's (1979) research on conceptions of learning is a primary source. Ramsden's (2003) reference to Säljö's study constitutes a secondary source. If the material you are citing derives from a secondary source rather than from the original source, you should cite the original author first, followed by the source of the quote, for example:

Approaches to learning are closely related to learning outcomes (Svensson, 1977, in Ramsden, 2003, p. 56).

In this case, only Ramsden should be included in the reference list. However, wherever possible, cite from the original source.

Creating reference lists

Single author books

Ramsden, P. (1998) *Learning to lead in higher education*, London: Routledge.

Two author books

Entwistle, N. J., & Ramsden, P. (1983) *Understanding student learning*, London: Croom Helm.

Multi-author Books

Gibbs, G., Jenkins, A., & Wisker, G. (1992) *Assessing more students*, Oxford: PCFC/Rewley Press.

Edited Book

Marion, F., Hounsell, D.J., & Entwistle, N.J. (Eds) (1984) *The experience of learning*, Edinburgh: Scottish Academic Press.

Book Chapters

Perry, W.C. (1988) Different worlds in the same classroom. In (Ed.) P. Ramsden, *Improving learning. New perspectives*, London: Kogan Page, 145-161.

Journal Article

Kember, D. (1997) A reconceptualisation of the research into university academics' conceptions of teaching, *Learning and Instruction*, 7, 3: 255-275.

Conference paper (as for book)

Article in Internet-only journal

Fredrickson, B. L. (2000) Cultivating positive emotions to optimize health and well-being, *Prevention & Treatment*, 3, Article 0001a. Accessed November 20, 2000, from <http://journals.apa.org/prevention/volume3/pre0030001a.html> 74.