



WRITING IN APA STYLE

By

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Megabit 10, 2008 E.C.



Ethical and Legal Standards in Publishing

- Basic ethical and legal principles that underlie all scholarly research and writing:
 - *To ensure the accuracy of scientific knowledge,*
 - *To protect the rights and welfare of research participants, and*
 - *To protect intellectual property rights*

How are Styles Developed?

- From insights drawn from:
 - *Psychological literature*
 - *Experienced editors and authors*
 - *Recognized authorities in publication practices*
- Uniform standards of reporting studies is needed:
 - *To make it easier to fully understand implications of individual studies*
 - *To do meta analysis efficiently*

Which Disciplines Use APA?

- There are different publication styles used in different disciplines. E.g.,
 - *Anthropology – Chicago Manual of Style (CMS)*
 - *Biology- Council of Biology Editors (CBE style)*
 - *Chemistry- American Chemical Society (ACS)*
 - *English – Modern Language Association (MLA)*
 - *Engineers – Institute of Electrical and Electronics Engineers (IEEE)*
- Journals have the final say which style you should follow for your article
- APA and Chicago – widely used

What does APA Deal with?

- More than how to write in-text citations and reference list!
 - *Cover page contents (title, type of your work, your information,)*
 - *Running heads and heading levels*
 - *Margins and spacing (between lines, between paragraphs)*
 - *Table and Figure formats and captions*
 - *Font styles and size*
 - *Numbering and descriptions of quantities*
 - *Basic structure and contents of your paper (e.g., what goes into each section?)*
 - *Language (spelling preferences, length, tone, economy of expression, flow)*
 - *Formulas and metrication,*
 - *etc.*

Manuscript Structure

- Abstract
- Introduction of the research problem
- Methodology (participants, sampling procedures, sample size, measures and covariates, general research design)
- Results (Statistical results)
- Discussion of results

Manuscript Elements

■ *Title-*

- *Should summarize the main idea of the manuscript simply,*
 - E.g. **“Effect of Transformed Letters on Reading Speed”**
 - Avoid expressions such as “A study of” or “An experimental investigation of” etc.
- *If possible, it should have style*
 - **“When Eagles are Allowed to Fly--A Global and Contextual Perspective on Teacher Education in Ethiopia.”**
- *Should be easily shortened as a running head*
 - E.g. **“EFFECT OF LETTERS ON READING SPEED”**
 - **“GLOBAL PERSPECTIVES ON TEACHER EDUCATION”**
- *Should be typed in Uppercase and lowercase letters, centered between the left and right margins, and positioned in the upper half of the page.*

Manuscript Elements (...cont'd)

■ Author's Name (Byline) and Institutional Affiliation-

- *Should appear in the following order: Author's first name, middle initial, and last name*
 - E.g. [Juanita A. Smith](#)
- *Ethiopian authors should choose carefully between middle name and last name*
([Meskerem L. Debele](#)turns into [Debele \(2014\)](#))
- *Omit all titles and degrees (PhD, Dr. Professor, etc)*

■ **Institutional affiliations** –where the author(s) was (were) when the research was conducted, should be Written immediately below the author's name

[Alemu Y. Kebede](#)

[Bahir Dar University, Ethiopia](#)

- *Dual affiliation – when both institutions have made substantial support to the study*
- *If no institutional affiliation, write city and country of residence.*

■ If more than one author, their names should appear in the order of their contributions

■ Author Note-

- *Departmental affiliation, acknowledgements, disclaimers or perceived conflict of interests, special circumstances, and contact information*
- *No degrees should be stated*
- *E.g.,*

Alemu Y. Kebede, Department of English as a Second Language, Uppsala University, Sweden; Aster A. Girma, Department of Educational Psychology, Bahir Dar University, Bahir Dar, Ethiopia.

Alemu Y. Kebede is now at the Department of Teaching English as Second Language, Bahir Dar University, Ethiopia.

This research was supported by grants from UNESCO.

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Effects of Age on Detection of Emotional Information

Christina M. Leclerc and Elizabeth A. Kensinger

Boston College

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■ Abstract-

- Should briefly and comprehensively summarize the contents of the article.
- Should be dense with information and should contain all key words in the article
- Goes to abstracting and indexing databases with the title.
- Between 150 – 250 words.
- Often contains one or two sentences summarizing each section of the manuscript
- Should have FLOW
- If it is a continuation of previous research, mention in the abstract and cite author's last name and year of the relevant report.
- Do not include information that is not in the manuscript.
- Use verbs rather than nouns, and use active instead of passive voice:
 - E.g., “The author investigated” instead of “This is an investigation of”,
 - “The authors presented the results” instead of “Results were presented” etc.

Abstract of an Empirical Study – should describe research problem under investigation, characteristics of the participants (e.g., age, sex, location, number/size), essential features of study methodology (e.g., experimental research, correlational study, case study, etc.), the basic findings (including significance and effect size), and the conclusions and implications of findings

Project Trust: Breaking Down Barriers Between Middle School Children

Abstract

This paper analyzes the success of a camp retreat weekend called Project Trust involving middle school students and teachers. The goal of the camp is to break down barriers between cliques identified as active in the school. The camp focuses on building team relationships across clique membership and incorporates elements of peace education and conflict resolution. A treatment group (campers) and comparison group (noncampers) were administered an adaptation of the Bogardus Social Distance Test and the Piers-Harris Children's Self-Concept Scale before and after the camp. Attendance was found to lower social distance scores for nine of the ten groups/cliques. Campers also had higher self-concept scores after the retreat.

Abstract of a literature review or meta-analysis – should describe: the problem under investigation, study eligibility criteria, type(s) of participants included in primary studies, main results and any important moderators of these effect sizes, conclusions (including limitations) and implications for theory or practice.

Conditions for Successful Use of Technology in Social Studies Classrooms

Abstract

The purpose of the authors in this review is to examine how teacher-related, context-related, and project-related conditions interact in successful cases of technology integration projects in social studies classrooms. A close examination of different dimensions of these conditions in the implementation of 33 successful cases of technology-assisted projects showed the importance of strong pedagogy-technology alignment. This is in line with the emphasis given to the centrality of technological pedagogical content knowledge by the practitioner in the technological pedagogical content knowledge framework. Other conditions found to be important for the success of the projects were focus and clarity of targeted learning outcomes and the supportive role of teacher educators when collaborating with teachers in designing and implementing the projects. The implication of these findings for school research and practice and teacher education is discussed.

Abstract of a theory-oriented paper describes: how the theory/model works and/or the principles on which it is based, what phenomena the theory/model accounts for and linkages to empirical results.

A Theoretical Review of Winne and Hadwin's Model of Self-Regulated Learning: New Perspectives and Directions

Abstract

This theoretical review of Winne and Hadwin's model of self-regulated learning (SRL) seeks to highlight how the model sheds new light on current research as well as suggests interesting new directions for future work. The authors assert that the model's more complex cognitive architecture, inclusion of monitoring and control within each phase of learning, and separation of task definition and goal setting into separate phases are all important contributions to the SRL literature. New research directions are outlined, including more nuanced interpretations of judgments of learning and the potential to more thoroughly assess the influence of interactions among cognitive and task conditions on all phases of learning.

Abstract of a case study describes: the subject and relevant characteristics of the individual, group, community, or organization presented, the nature of or solution to a problem illustrated by the case example, and the questions raised for additional research or theory.

Expectations and experiences: the voice of a first-generation first-year college student and the question of student persistence

Abstract

This single case study takes a phenomenological approach using the voice centered analysis to analyze qualitative interview data so that the voice of this first-generation college student is brought forward. It is a poignant voice filled with conflicting emotional responses to the desire for college success, for family stability, for meaningful friendships, and for understanding the self. In combination with other research calling for an expansion of the dominant theory of persistence, this research raises the importance of elevating family relationships in the student persistence model.

Keywords: Four to six words or phrases that tag the article making it easier to be found on search engines. It is written immediately below the abstract, indented 0.5 inches to the right, the term “Keywords” italicized, and each keyword separated by a comma (or semicolon in some journals). Most journals recommend using ERIC Thesaurus of scientific descriptors to choose keywords from.

Expectations and experiences: the voice of a first-generation first-year college student and the question of student persistence

Abstract

This single case study takes a phenomenological approach using the voice centered analysis to analyze qualitative interview data so that the voice of this first-generation college student is brought forward. It is a poignant voice filled with conflicting emotional responses to the desire for college success, for family stability, for meaningful friendships, and for understanding the self. In combination with other research calling for an expansion of the dominant theory of persistence, this research raises the importance of elevating family relationships in the student persistence model.

Keywords: first-generation college student; academic persistence; family relationship; educational theories

■ Introduction –

- Contains the specific problem under study (doesn't have to go global, national, or widely theoretical)
- Establishes the rationale for the study
- Describes the research strategy
- Author should consider the following questions when writing the abstract:
 - Why is this problem important?
 - How does the study relate to previous work in the area? If other aspects of this study have been reported previously, how does this report differ from, and build on, the earlier report?
 - What are the primary and secondary hypotheses and objectives of the study, and what, if any, are the links to theory?
 - How do the hypotheses and research design relate to one another?
 - What are the theoretical and practical implications of the study?
- *Should NOT be more than few pages*
- *When preparing a manuscript, begin the introduction on a new page, identify it with the running head and the page number 3. Type the title of the manuscript in uppercase and lowercase letters centered at the top of the page, and then type the text. Remaining sections of the manuscript follow each other WITHOUT break.*

Conditions for Successful Use of Technology in Social Studies Classrooms

Despite the short time span computer-based instructional technology has been around, there has been a great deal of discussion regarding its enormous role to support teaching and learning in social studies classrooms (Boughan & Kerwin, 2006; Lee, 2008; Milman & Heinecke, 2000; Swan & Hofer, 2008; Tatum, 2009). Several types of computer-related technologies, such as software applications, LCD projectors, digital cameras, and the Internet are used to support the achievement of various instructional goals in social studies. These instructional goals range from facilitating delivery of content to helping students to become independent learners.

However, there is also a concern among educators that technology may not be used in classrooms optimally to extend learning (Ehman, 2002; Swan & Hofer, 2008; Zhao, Pugh, Sheldon, & Byers, 2002). Many claim that technology has brought little change in the field of education compared to other areas of human activity. Some of the reasons given for this lack of change are teachers' inadequate acquaintance with and preparation to use technology in a pedagogically sound way, the digital divide in relation to

■ Method –

- This section should describe how the study was conducted, including conceptual and operational definitions of the variables used in the study.
- Should be COMPLETE – to allow the reader:
 - To evaluate the appropriateness of the method,
 - To evaluate the method's reliability and validity, and
 - To replicate the study if interested
- It should have subsections that describe:
 - 3.1. Participant (subject) characteristics –
 - *Humans- Major demographic characteristics that may have impact on interpretation of results (e.g., age, sex, ethnic group, level of education, soio-economic status, disability status, language preference, etc.)*
 - *Eligibility and exclusion criteria*
 - For other subjects – e.g., animals, plants etc. – describe species, genus, age, weight, physiological condition, etc.

3.2. Sampling procedures– sampling method, percentage of the sample approached that participated, number of participants who selected themselves, setting and location of the data collection site, any payment made to participants, IRB agreements, ethical standards met, and monitoring procedures.

3.3. Sample size, power, and precision- intended size of samples, any difference the sample may have from the target population, how the intended sample size was determined, what methods were followed.

3.4. Measures and covariates – definition of all primary and secondary outcome measures and covariates, data gathering instruments, psychometric and biometric properties of the instruments used and their cultural validity, methods used to enhance quality of measurements (e.g., training and reliability of assessors).

3.5. Research Design– were the research participants assigned into groups? Were there specific conditions created? Were there manipulation of variables? Were there interventions? Are subjects/participants accessed in their natural settings?

- intervention setting
- quantity of duration or exposure (episodes, sessions, or events)
- time span
- activities or incentives to increase compliance
- linguistic intervention (e.g., back-translation of questionnaires)
- etc.

■ Results-

- *Summarize the collected data and the analysis performed on the data*
- *Mention all relevant results TO JUSTIFY YOUR CONCLUSION*
- *DO NOT hide uncomfortable results by omission*
- *Do not include individual scores or raw data*
- *Discuss statistics related to significance and impact*
- *Do not review the basic concept of statistical methods. Assume that the reader knows statistical procedures. Describe only implications of numbers to conclusions drawn.*
- *Don't stop at null hypothesis (APA). Make the finding complete with additional reporting elements such as effect sizes, confidence intervals, extensive descriptions, etc.*

■ Discussion –

- *Evaluate and interpret results with respect to original hypothesis or expectations drawn from conceptual/theoretical frameworks*
- *Draw inferences and conclusions*
- *Describe any theoretical and practical consequences of the results*
- *Discuss any source of potential bias and other threats to internal validity*
 - Any imprecision of measures
 - Overlaps
 - Effect sizes
 - Any other limitations and weaknesses of the study
 - Alternatives that address the limitations of your study

■ References

- *Complete list of all references cited in the paper*
- *Should be accurate*
- *Should start on a new page*
- *Title the section as “References” – title Uppercase and Lowercase, centered*
- *Double-space all reference entries*
- *List them in hanging-indent format (first line of each reference is set flush left and subsequent lines are indented)*

Swan, G. (2009). Using internet applications to enhance formative assessment and soft scaffolding in the social studies classroom. *Social Studies Research and Practice*, 4(1), 146-155.

Swan, K. & Hofer, M. (2006). Digital campaigning: using the Bill of Rights to advance political position. *The Social Studies*, 208-214.

■ Footnotes-

- *Supplementary information that add to main information in the text. Footnotes should not be many in a document, neither should they be long.*
- *They should be numbered in the order they appear in the main document.*
- *Footnote numbers should be superscripted (like this), and they come after every punctuation, like this, except a dash—like this—which is followed by other explanations.*
- *Superscripted number*
- *Footnote number comes after every punctuation except when it is a dash.*
- *Footnote number comes before a dash*

Footnotes are supplementary information that add to main information in the text.

Footnotes should not be many in a document, neither should they be long. They should be numbered in the order they appear in the main document.

Footnote numbers should be superscripted (like this¹), and they come after every punctuation, like this,² except a dash—like this³—which is followed by other explanations.

¹ Superscripted number

² Footnote number comes after every punctuation except when it is a dash.

³ Footnote number comes before a dash

- Appendices-
 - *Materials that are relatively brief and are easily presented in a print format*
 - *E.g.,*
 - List of psycholinguistic stimulus materials
 - Detailed description of a piece of equipment
 - Detailed demographic description of subpopulations
 - Data gathering instruments
 - Oversized tables
 - Detailed intervention protocols
 - Color figures (GIF, JPEG, TIFF)
 - Expanded methodology sections (e.g., IRB consent forms)

Writing and Organizing Manuscript Clearly

1. Levels of Heading:

Centered, Boldface, Uppercase and Lowercase Headings

Left-aligned, Boldface, Uppercase and Lowercase Heading

Indented, boldface, lowercase heading with a period. Begin body text after the period.

Indented, boldface, italicized, lowercase heading with a period. Begin body text after the period.

Indented, italicized, lowercase heading with a period. Begin body text after the period.

(Headings are not numbered for journal articles.)

Discussion

In 2002, Cummings et al. stated that the evidence from their research conflicted with other data examining the effectiveness of online social relationships. This statement is supported by the aforementioned discussion of other research.

Limitations of These Studies

The discrepancies identified may result from a number of limitations found in the materials. These limitations can result from technological constraints, demographic factors, or issues of modality. Each of these limitations will be examined in further detail below.

Technological limitations. First, one reviewed study by Cummings et al. (2002) examined only email correspondence for their CMC modality. Therefore, the study is limited to only one mode of communication among other alternatives, e.g., IM as studied by Hu et al. (2004).

Demographic limitations. In addition to the limitations of email, Cummings et al. (2002) reviewed studies that focused on international bank employees and college students (see Appendix B for demographic information).

2. Seriation

- Separate elements in a sentence or paragraph by using small letters in a parentheses
- Use bullets for a list-like format.

On the basis of research conducted by the usability team, OWL staff have completed (a) the OWL site map; (b) integrating graphics with text on the OWL homepage; (c) search boxes on all OWL pages except the orange OWL resources (that is pending; we do have a search page); (d) moving the navigation bar to the left side of pages on all OWL resources except in the orange area (that is pending); (e) piloting the first phase of the three-tiered navigation system, as illustrated in the new Engagement section.

3. In-Text Citation: The Basics

- APA uses author-date system. (Last name, year)
 - E.g. Jones (2009)
- Capitalize all proper nouns and initials
 - E.g. D. Jones
- If citing titles, Italicize and capitalize the first letter of all words except propositions.
 - E.g., *Writing New Media, There Is Nothing Left to Lose.*
- Capitalize both words in a hyphenated compound word
 - E.g. *Natural-Born Cyborgs.*
- Capitalize the first word after a dash or colon:
 - E.g. "*Defining Film Rhetoric: The Case of Hitchcock's Vertigo.*"
- Put quotation marks around the titles of shorter works such as journal articles, articles from edited collections, television series episodes, and song titles:
 - E.g. "Multimedia Narration: Constructing Possible Worlds";
 - "The One Where Chandler Can't Cry."

4. Short Quotations

- If you are directly quoting from a work (of a length less than 40 words), you will need to include the author, year of publication, and the page number for the reference (preceded by "p.").
 - *E.g., According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).*

Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers?

She stated, "Students often had difficulty using APA style" (Jones, 1998, p. 199), but she did not offer an explanation as to why.

5. Long quotations

- For direct quotations that are 40 words, or longer:
 - *Place them in a free-standing block of typewritten lines,*
 - *omit quotation marks,*
 - *Start the quotation on a new line, indented 1/2 inch from the left margin, i.e., in the same place you would begin a new paragraph,*
 - *Type the entire quotation on the new margin,*
 - *Indent the first line of any subsequent paragraph within the quotation 1/2 inch from the new margin.*
 - *Maintain double-spacing throughout,*
 - *The parenthetical citation should come after the closing punctuation mark.*

emphasizing this point. Although they do not suggest any distinct form of utopia as a solution, they point out the dangers of the invisibility of the future that neo-liberalism holds for humanity (Bogues, 2006; Bourdiue, 1998). Bourdieu (1998) described this best as follows:

The transition to "liberalism" takes place in an imperceptible manner, like continental drift, thus hiding its effects from view. Its most terrible consequences are those of the long term. These effects themselves are concealed, paradoxically, by the resistance to which this transition is currently giving rise among those who defend the old order by drawing on the resources it contained, on old solidarities, on reserves of social capital that protect an entire portion of the present social order from falling into anomie. This social capital is fated to wither away - although not in the short run - if it is not renewed and reproduced (p. 16).

A kind of society portrayed in the above quote is not unfamiliar in today's Ethiopia. In the past couple of decades when the neo-liberal development theory was at work, acts of

6. Paraphrasing-

- If you are paraphrasing an idea from another work, you only have to make reference to the author and year of publication in your in-text reference, **but APA guidelines encourage you to also provide the page number (although it is not required.)**
 - *E.g., According to Jones (1998), APA style is a difficult citation format for first-time learners. APA style is a difficult citation format for first-time learners (Jones, 1998, p. 199).*

7. Authors

- **A Work by Two Authors:** Name both authors in the signal phrase or in the parentheses each time you cite the work. Use the word "and" between the authors' names within the text and use the ampersand in the parentheses.
 - *E.g., Research by Wegener and Petty (1994) supports that ...*
 - *Studies indicate that students who use APA for the first time are often confused (Wegener & Petty, 1994).*

- **A Work by Three to Five Authors:** List all the authors in the signal phrase or in parentheses the first time you cite the source. Use the word "and" between the authors' names within the text and use the ampersand in the parentheses.
 - *E.g.* (Kernis, Cornell, Sun, Berry, & Harlow, 1993)
- In subsequent citations, only use the first author's last name followed by "et al." in the signal phrase or in parentheses.
 - *E.g.*, (Kernis et al., 1993)
- **Six or More Authors:** Use the first author's name followed by et al. in the signal phrase or in parentheses.
 - *E.g.*, Harris et al. (2001) argued...
 - Six or more authors will be cited like this at the end of a sentence (Harris et al., 2001).

- **Unknown Author:** If the work does not have an author, cite the source by its title in the signal phrase or use the first word or two in the parentheses. Titles of books and reports are italicized or underlined; titles of articles, chapters, and web pages are in quotation marks.
 - E.g., *A similar study was done of students learning to format research papers ("Using APA," 2001).*
 - *In the reference list, use the name Anonymous as the author.*
 - E.g., *Anonymous (2001). Using APA. Unpublished Manuscript...*
- **Organization as an Author:** If the author is an organization or a government agency, mention the organization in the signal phrase or in the parenthetical citation the first time you cite the source.
 - E.g. *According to the American Psychological Association (2000),...*
- If the organization has a well-known abbreviation, include the abbreviation in brackets the first time the source is cited and then use only the abbreviation in later citations.
 - E.g., *First citation: (Mothers Against Drunk Driving [MADD], 2000)*
 - *Second citation: (MADD, 2000)*

- **Two or More Works in the Same Parentheses:** When your parenthetical citation includes two or more works, order them the same way they appear in the reference list (viz., alphabetically), separated by a semi-colon.
 - *E.g.*, (Berndt, 2002; Harlow, 1983)
- **Authors With the Same Last Name:** To prevent confusion, use first initials with the last names.
 - *E.g.*, (E. Johnson, 2001; L. Johnson, 1998)
- **Two or More Works by the Same Author in the Same Year:** If you have two sources by the same author in the same year, use lower-case letters (a, b, c) with the year to order the entries in the reference list. Use the lower-case letters with the year in the in-text citation.
 - *E.g.*, Research by Berndt (1981a) illustrated that...
- **Introductions, Prefaces, Forewords, and Afterwords:** When citing an Introduction, Preface, Foreword, or Afterwords in-text, cite the appropriate author and year as usual.
 - *E.g.*, (Funk & Kolln, 1992)

- **Personal Communication:** For interviews, letters, e-mails, and other person-to-person communication, cite the communicator's name, the fact that it was personal communication, and the date of the communication.
 - *E.g., A. P. Smith also claimed that many of her students had difficulties with APA style (personal communication, November 3, 2002).*
 - *... (E. Robbins, personal communication, January 4, 2001).*
 - ***Do not include personal communication in the reference list.*

- **Citing Indirect Sources:** If you use a source that was cited in another source, name the original source in your signal phrase. List the secondary source in your reference list and include the secondary source in the parentheses.
 - *E.g. Johnson argued that...(as cited in Smith, 2003, p. 102).*

- **Unknown Author and Unknown Date:** If no author or date is given, use the title in your signal phrase or the first word or two of the title in the parentheses and use the abbreviation "n.d." (for "no date").
 - *E.g., Another study of students and research decisions discovered that students succeeded with tutoring ("Tutoring and APA," n.d.).*

- **Sources Without Page Numbers:** When an electronic source lacks page numbers, use the abbreviation "para." followed by the paragraph number (Hall, 2001, para. 5).
 - *If the paragraphs are not numbered and the document includes headings, provide the appropriate heading and specify the paragraph under that heading.*
 - *According to Smith (1997), ... (Mind over Matter section, para. 6).*

Exercise: Identifying Errors in Style

1

Reflective Practice of Preservice Teachers

By:

Amy Grincewicz, Krista Wood, and Kathie Maynard

University of Cincinnati

Reflective Practice of Preservice Teachers

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Introduction

1. Background

The concept of reflective practice has greatly evolved in its content, process and context from the times of Dewey (1916, 1933) to more recent influential theorist like Schön (1983, 1987) and van Manen (1977). The content of reflection moved beyond Dewey's focus on one's own thinking and action as the primary subject of reflection to a wider look at the social context one is part of as the concept of social construction of knowledge became increasingly recognized following the works of Vygotsky and other social-constructivist theorists (Beck & Kosnik, 2006; Hatano, 1993). The newer paradigm enhances the sustainability of the individual's growth by promoting an autonomous and dialectical approach to learning (Forman & McPhail, 1993; Osterman & Kottkamp, 2004).

A similar shift in the paradigm of reflective practice is also observed in teacher education

Despite the general agreement that student teaching should be accompanied by a reflective practice routed in a collaborative context, what content preservice teachers should reflect on and how the collaborative setting should be correspondingly structured is framed differently by different teacher educators. This diversity of the prevalent practices has made the concept of reflection such a complex idea that identifying what its substances should be and determining the best practices that accompany it is a difficult task (Jay and Johnson, 2002). The main purpose of this paper is to clarify some of these questions through a systematic literature review on preservice teachers' reflective practice. Some of the diverse views on the content and the setting of a collaborative reflective practice are briefly presented below followed by the purpose and the conceptual framework of the paper.

The Diverse Contents of Reflective Practice

Different aspects of student-teaching experiences are emphasized by different teacher educators as the major focuses of reflection. For example, some educators point that ways of

reflective practice have not been explored. None of the studies reviewed explored barriers preservice teachers face in continuing reflective practice in the first years of teaching. Further research needs to be conducted to describe and understand what content preservice teachers should reflect on and how the collaborative setting should be correspondingly structured. |

References

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then transfer that stance to one's own practice. Collaborative strategies help teachers develop critical reflective skills (Nagle, 2009; Abell, 1998) and reflection benefits from the multiple perspectives and voices (Shoffner, 2008). Learning communities can facilitate reflective practices in professionals and support them to continue using reflection (Parkison, 2008).

Parkinson said:

“In contrast in the deliberate strand, although the focus is still on implementing someone else's research, it is only one part of the solution to a particular teaching problem. The deliberative strand allows for teachers to use knowledge as practitioners to reflect and improve one's practice. In general, reflective practice started out being a generally individual pursuit with feedback predominately from a mentor or university supervisor within the student teaching arena.” (2008, pp. 28)

In the developmentalist reflective tradition, the focus is on helping students construct knowledge taking into account their own understandings they bring to the learning environment. This tradition begins to shift from mainly focusing on the technical and practical aspects of the

traditions revealed some important information. Regarding the academic tradition of reflective practice, the literature indicated that even if preservice teachers develop reflective teaching during their student teaching experience, the habit is not enduring without collaborative strategies that can be used as inservice teachers (Akerson, 2008, Akerson, 2010). The focus of much of the literature regarding the social efficiency tradition of reflective practice is on the role of collaboration in helping to sustain teacher reflective practice (Barry, L. M., 1994; Harford, 2008; 2012; Alger, Swan, Hofer, 2006; Ostorga and Samuels, 2007; Santoro 2008). Peer support is shown to promote dialogue and shared learning in this tradition. In the developmentalist tradition of reflective practice, the literature suggests that collaborative strategies help to develop critical reflection skills and that learning communities can “facilitate and support continued reflective practice” (Abell, 1998, Nagell, 2004, p. 25). Finally, the literature framed by the social reconstructionist tradition indicates that this tradition is the most collaboratively focused of the

8. Reference List

Basic rules:

- All lines after the first line of each entry in your reference list should be indented one-half inch from the left margin. This is called hanging indentation.

Foster, E. J. (2010). Creating geographers: evaluating teacher participation in a geography-based summer academy. *The Social Studies, 101*, 216-224.

- Authors' names are inverted (last name first); give the last name and initials for all authors of a particular work for up to and including seven authors.

Gebre Egziabher, T. B. (2003). How (not) to feed Africa. *New Internationalist, 353*, 14-15.

- If the work has more than seven authors, list the first six authors and then use ellipses after the sixth author's name. After the ellipses, list the last author's name of the work.

Halcomb, L. B., Beal, C., Robertson, A., Hernández-Ramos, P., De La Paz, S., Hofer, M., ... Swan, K. (2009). Using Web 2.0 to support learning in the social studies context: Our journey from Web 1.0 to Web 2.0 and beyond. *Social Studies Research and Practice, 4*(3), 44-55.

- Reference list entries should be alphabetized by the last name of the first author of each work.

References

- Acikalin, M. (2005). The use of computer technologies in the social studies classroom. *The Turkish Online Journal of Educational Technology*, 4(2), 18-26.
- Akkerman, S., Admiraal, W., & Huizegna, J. (2009). Storification in history education: a mobile game in and about medieval Amsterdam. *Computers & Education*, 52, 449-459.
- Bailey, G., Shaw, E. L., & Hollifield, D. (2006). The devaluation of social studies in the elementary grades. *Journal of Social Studies Research*, 30(2), 18-29.
- Bolick, C. M. (2006). Digital archives: democratizing the doing of history. *International Journal of Social Education*, 21(1), 122-134.
- Call, C., Swan, K. O., Hofer, M. (2009). Hot off the presses: Podcasting for the economics classroom. *Social Studies Research Practice*, 4(2), 145-151.
- Cuban, L. (1999). The technology puzzle: Why is greater access not translating into better classroom use? *Education Week*, 18(43), 68-69.
- Cuban, L. (2001). *Oversold and underused: Computers in the classroom*. Cambridge, MA:

- For multiple articles by the same author, or authors listed in the same order, list the entries in chronological order, from earliest to most recent.

Morson, G. S. (1988). *Boundaries of genre*. Northwestern University Press.

Negash, T. (1996). *Rethinking education in Ethiopia*. Uppsala: Nordiska Afrikainstitutet.

Negash, T. (2006). *Education in Ethiopia: From crisis to the brink of collapse*. Uppsala: Nordiska Afrikainstitutet.

Negash, T. (2010). The curse of English as a medium of instruction in the Ethiopian education system. In Milkias, P. & Kebede, M. (Ed.), *Education, politics and social change in Ethiopia* (pp. 9-24) Tsehai Publishers & Distributors.

Nesdale, D. (2004). Social identity processes and children's ethnic prejudice. In M. Bennett & Sani (Eds.), *The development of the social self* (pp. 219-245). Hove, UK: Psychology Press

- Present the journal title in full.
- Maintain the punctuation and capitalization that is used by the journal in its title.
 - For example: *ReCALL* not *RECALL* or *Knowledge Management Research & Practice* not *Knowledge Management Research and Practice*.
- Capitalize all major words in journal titles.
- When referring to books, chapters, articles, or Web pages, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word.
 - E.g.,

Lambert, W., E., & Klineberg, O. (1967). *Children's views of foreign peoples: A cross-national study*. Appleton-Century-Crofts New York.

- Italicize titles of longer works such as books and journals.
- Do not italicize, underline, or put quotes around the titles of shorter works such as journal articles or essays in edited collections.

Reference List: Author/Authors

- **Single Author**

- *Last name first, followed by author initials.*

Berndt, T. J. (2002). Friendship quality and social development. *Current Directions in Psychological Science*, 11, 7-10.

- **Two Authors**

- *List by their last names and initials. Use the ampersand instead of "and."*

Wegener, D. T., & Petty, R. E. (1994). Mood management across affective states: The hedonic contingency hypothesis. *Journal of Personality and Social Psychology*, 66, 1034-1048.

- **Three to Seven Authors:** List by last names and initials; commas separate author names, while the last author name is preceded again by ampersand.

Kernis, M. H., Cornell, D. P., Sun, C. R., Berry, A., Harlow, T., & Bach, J. S. (1993).

There's more to self-esteem than whether it is high or low: The importance of stability of self-esteem. *Journal of Personality and Social Psychology*, 65, 1190-1204.

- **More Than Seven Authors:** List by last names and initials; commas separate author names. After the sixth author's name, use an ellipses in place of the author names. Then provide the final author name. There should be no more than seven names.

Miller, F. H., Choi, M. J., Angeli, L. L., Harland, A. A., Stamos, J. A., Thomas, S. T., . . .

Rubin, L. H. (2009). Web site usability for the blind and low-vision user. *Technical Communication*, 57, 323-335.

- When an author appears both as a sole author and, in another citation, as the first author of a group, list the one-author entries first.

Berndt, T. J. (1999). Friends' influence on students' adjustment to school. *Educational Psychologist, 34*, 15-28.

Berndt, T. J., & Keefe, K. (1995). Friends' influence on adolescents' adjustment to school. *Child Development, 66*, 1312-1329.

- References that have the same first author and different second and/or third authors are arranged alphabetically by the last name of the second author, or the last name of the third if the first and second authors are the same.

Wegener, D. T., Kerr, N. L., Fleming, M. A., & Petty, R. E. (2000). Flexible corrections of juror judgments: Implications for jury instructions. *Psychology, Public Policy, and Law, 6*, 629-654.

Wegener, D. T., Petty, R. E., & Klein, D. J. (1994). Effects of mood on high elaboration attitude change: The mediating role of likelihood judgments. *European Journal of Social Psychology, 24*, 25-43.

- **Two or More Works by the Same Author in the Same Year:** If you are using more than one reference by the same author (or the same group of authors listed in the same order) published in the same year, organize them in the reference list alphabetically by the title of the article or chapter. Then assign letter suffixes to the year. Refer to these sources in your essay as they appear in your reference list, e.g.: "Berndt (1981a) makes similar claims..."

Berndt, T. J. (1981a). Age changes and changes over time in prosocial intentions and behavior between friends. *Developmental Psychology, 17*, 408-416.

Berndt, T. J. (1981b). Effects of friendship on prosocial intentions and behavior. *Child Development, 52*, 636-643.

- **Introductions, Prefaces, Forewords, and Afterwords:** Cite the publishing information about a book as usual, but cite Introduction, Preface, Foreword, or Afterword (whatever title is applicable) as the chapter of the book.

Funk, R., & Kolln, M. (1998). Introduction. In E. W. Ludlow (Ed.), *Understanding English grammar* (pp. 1-2). Needham, MA: Allyn and Bacon.

Reference List: Articles in Periodicals

Basic form:

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical*,
volume number (issue number), pages.

- **Article in Journal Paginated by Volume**

Harlow, H. F. (1983). Fundamentals for preparing psychology journal articles. *Journal of Comparative and Physiological Psychology*, 55, 893-896.

- **Article in Journal Paginated by Issue**

Scruton, R. (1996). The eclipse of listening. *The New Criterion*, 15(3), 5-13.

- **Article in a Magazine**

Henry, W. A., III. (1990, April 9). Making the grade in today's schools. *Time*, 135, 28-31.

- **Article in a Newspaper:** Unlike other periodicals, p. or pp. precedes page numbers for a newspaper reference in APA style. Single pages take p., e.g., p. B2; multiple pages take pp., e.g., pp. B2, B4 or pp. C1, C3-C4.

Schultz, S. (2005, December 28). Calls made to strengthen state energy policies. *The Country Today*, pp. 1A, 2A.

Reference List: Books

- **Basic Format for Books**

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location:
Publisher.

- **Edited Book, No Author**

Duncan, G. J., & Brooks-Gunn, J. (Eds.). (1997). *Consequences of growing up poor*. New York, NY: Russell Sage Foundation.

- **Edited Book with an Author or Authors**

Plath, S. (2000). *The unabridged journals*. K. V. Kukil (Ed.). New York, NY: Anchor.

- **A Translation**

Laplace, P. S. (1951). *A philosophical essay on probabilities*. (F. W. Truscott & F. L. Emory, Trans.). New York, NY: Dover. (Original work published 1814)

- **Edition Other Than the First**

Helfer, M. E., Kempe, R. S., & Krugman, R. D. (1997). *The battered child* (5th ed.).

Chicago, IL: University of Chicago Press.

- **Article or Chapter in an Edited Book**

Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. A. Editor &

B. B. Editor (Eds.), *Title of book* (pages of chapter). Location: Publisher.

O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: A metaphor

for healing, transition, and transformation. In B. R. Wainrib (Ed.), *Gender*

issues across the life cycle (pp. 107-123). New York, NY: Springer.

Reference List: Other Print Sources

- **An Entry in an Encyclopedia**

Bergmann, P. G. (1993). Relativity. In *The New Encyclopedia Britannica*. (Vol. 26, pp. 501-508). Chicago, IL: Encyclopedia Britannica.

- **Dissertation Abstract**

Yoshida, Y. (2001). Essays in urban transportation. *Dissertation Abstracts International*, 62, 7741A.

- **Dissertation, Published**

Lastname, F. N. (Year). *Title of dissertation* (Doctoral dissertation). Retrieved from
Name of database. (Accession or Order Number)

- **Dissertation, Unpublished**

Lastname, F. N. (Year). *Title of dissertation* (Unpublished doctoral dissertation). Name of Institution, Location.

- **Government Document**

National Institute of Mental Health. (1990). *Clinical training in serious mental illness* (DHHS Publication No. ADM 90-1679). Washington, DC: U.S. Government Printing Office.

- **Report From a Private Organization**

American Psychiatric Association. (2000). *Practice guidelines for the treatment of patients with eating disorders* (2nd ed.). Washington, DC: Author.

- **Conference Proceedings**

Schnase, J. L., & Cunniss, E. L. (Eds.). (1995). *Proceedings from CSCL '95: The First International Conference on Computer Support for Collaborative Learning*. Mahwah, NJ: Erlbaum.

Reference List: Electronic Sources (Web Publications)

- **Article From an Online Periodical**

Scruton, R. (1996). The eclipse of listening. *The New Criterion*, 15(3), 5-13. Retrieved from <http://www.someaddress.com/full/url/>

Online Scholarly Journal Article: Citing DOIs (Digital Object Identifier)

Brownlie, D. (2007). Toward effective poster presentations: An annotated bibliography.

European Journal of Marketing, 41, 1245-1283. doi:10.1108/03090560710821161

- **Newspaper Article**

Author, A. A. (Year, Month Day). Title of article. *Title of Newspaper*. Retrieved from

<http://www.someaddress.com/full/url/>

- **Electronic Books**

De Huff, E. W. (n.d.). *Taytay's tales: Traditional Pueblo Indian tales*. Retrieved from

<http://digital.library.upenn.edu/women/dehuff/taytay/taytay.html>

Davis, J. (n.d.). *Familiar birdsongs of the Northwest*. Available from

<http://www.powells.com/cgi-bin/biblio?inkey=1-9780931686108-0>

- Chapter/Section of a Web Document or Online Book Chapter

Author, A. A., & Author, B. B. (Date of publication). Title of article. In *Title of book or larger document* (chapter or section number). Retrieved from

<http://www.someaddress.com/full/url/>

Engelshcall, R. S. (1997). Module rewrite: URL Rewriting Engine. In *Apache HTTP*

Server version 1.3 documentation (Apache modules). Retrieved from

http://httpd.apache.org/docs/1.3/mod/mod_rewrite.html

- Chapter/Section of a Web Document or Online Book Chapter
- Online Book Reviews
- Dissertation/Thesis from a Database
- Online Encyclopedias and Dictionaries
- Online Bibliographies and Annotated Bibliographies
- Data Sets
- Graphic Data (e.g. Interactive Maps and Other Graphic Representations of Data)
- Qualitative Data and Online Interviews
- Online Lecture Notes and Presentation Slides
- Computer Software/Downloaded Software
- E-mail
- Online Forum or Discussion Board Posting
- Blog (Weblog) and Video Blog Post
- Wikis

- Audio Podcast
- Video Podcasts
- Interviews, Email, and Other Personal Communication
- Motion Picture
- A Motion Picture or Video Tape with International or National Availability
- A Motion Picture or Video Tape with Limited Availability
- Television Broadcast or Series Episode
- Single Episode of a Television Series
- Television Broadcast
- A Television Series
- Music Recording

9. Tables and Figures

Table Checklist

- Is the table necessary?
- Is the entire table single- or double-spaced (including the title, headings, and notes)?
- Are all comparable tables presented consistently?
- Is the title brief but explanatory?
- Does every column have a column heading?
- Are all abbreviations; special use of italics, parentheses, and dashes; and special symbols explained?
- If the table or its data are from another source, is the source properly cited?
- Is the table referred to in the text? (See Table 1)

Table 1

Dogs Scoring Above Average on Intelligence by Breed and Gender

<u>Breed</u>	<u>Male</u>	<u>Female</u>	<u>%</u>
Dachshund	123	234	17.6
Terrier	456	567	31.1
Siberian Husky ^a	789	891	51.3
Totals (<i>N</i> = 3060)	1368	1692	

Note. Average score = 150. No animals were harmed during testing.

^aThree huskies (one male, two female) escaped before testing was completed and are therefore not included in the table

*** There are specific formats for specific tables. E.g., ANOVA Table, Regression Table

Table 3				
<i>Sample ANOVA Table</i>				
Stubhead	<i>df</i>	<i>F</i>	η	<i>p</i>
	Column spanner			
Row 1	1	0.67	.55	.41
Row 2	2	0.02	.01	.39
Row 3	3	0.15	.33	.34
Row 4	4	1.00	.76	.54
<i>Note.</i> This is where authors provide extra information important to the data, such as findings that approach statistical significance depending on the p value: Significant at the $p < 0.05$ level.				

■ Figures

■ Figure Checklist

- *Is the figure necessary?*
- *Is the figure simple, clean, and free of extraneous detail?*
- *Are the data plotted accurately?*
- *Is the grid scale correctly proportioned?*
- *Is the lettering large and dark enough to read? Is the lettering compatible in size with the rest of the figure?*
- *Are parallel figures or equally important figures prepared according to the same scale?*
- *Are terms spelled correctly?*
- *Are all abbreviations and symbols explained in a figure legend or figure caption? Are the symbols, abbreviations, and terminology in the figure consistent with those in the figure caption? In other figures? In the text?*
- *Are the figures numbered consecutively with Arabic numerals?*
- *Are all figures mentioned in the text? (See Fig. 1)*
- *As tables supplement the text, so should each figure.*

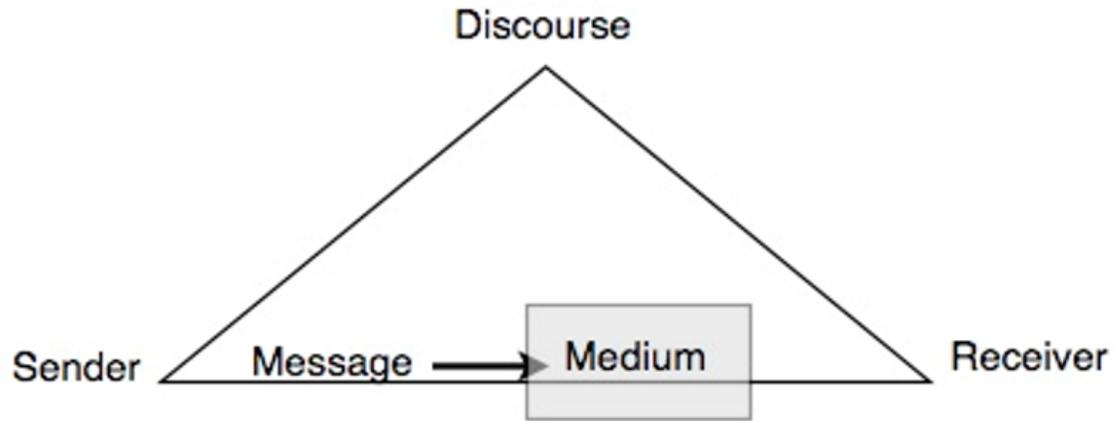


Image Caption: Chart

Sample Population

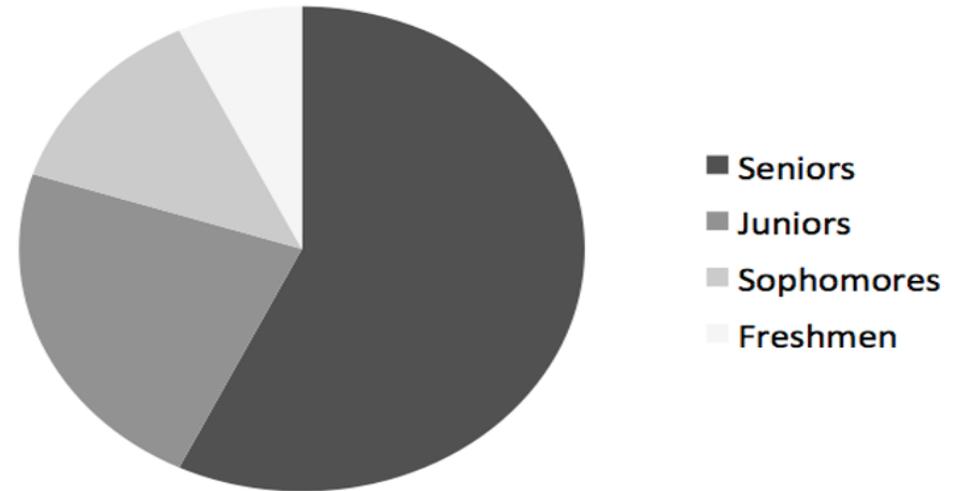


Image Caption: Circle (or Pie) Graph