

APA Style Citation Tutorial

APA Style Citation Tutorial

7th edition

SARAH ADAMS AND DEBBIE FEISST

UNIVERSITY OF ALBERTA LIBRARY
EDMONTON



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Introduction

Welcome to the APA Style citation tutorial for your EDU 100/300 course created by the University of Alberta Library. In this tutorial, you will be introduced to APA Style citation based on the 7th edition guidelines.



Learning Outcomes

After completing this tutorial, you will be able to:

1. Identify why using citations is important,
2. Recognize cues within sources to identify their source type,
3. Create and format reference list and in-text citations in APA Style,
4. Access resources to help you with APA Style citation.

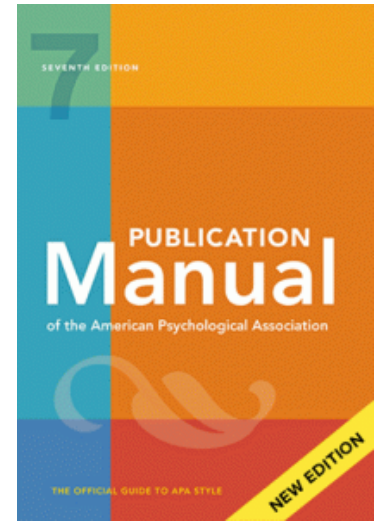
Image from: [Publication Manual of the American Psychological Association, 7th edition](#).

WHY DO WE CITE?

Why APA Style?

APA Style citation is a standardized set of guidelines used in social sciences and professional programs, such as Education. It includes guidelines for formatting your paper (document formatting), citing sources in the text of your paper (in-text citations), and citing sources at the end of your paper (reference list citations).

The 7th edition of APA guidelines includes some key changes, particularly for online sources. If you're interested in learning more about these changes you may watch the following video (optional).



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.openeducationalberta.ca/introapatutorial7/?p=24#oembed-1>

Media attribution:

Image from: [Publication Manual of the American Psychological Association, 7th edition](#).

Scribbr. (2019, November 26). APA manual 7th edition: 17 most notable changes | Scribbr [Video].

YouTube. <https://www.youtube.com/watch?v=zeSIXD6y3WQ>

Why Do We Cite?

Learning Outcome

After completing this chapter, you will be able to:

- Identify why using citations is important.

It's important to understand why citations are a fundamental part of any research assignment, aside from being a requirement. A citation is a reference to a source that contains key pieces of information about that source in order to find them.

The following are 3 key reasons why citing is important.

Reason 1: For Scholarly Communication



By reading, analyzing, and including scholarly sources in your assignments, you are contributing to and participating in scholarly communication!

You grow in your understanding of a field of study by learning from its subject experts. As educators,

you apply educational research to improve your teaching practices and meet Alberta Education's Teaching Quality Standard 2d.

Reason 2: To Give Credit and Show Professionalism



This is key for showing professionalism and evidence in your paper.

You will mainly use scholarly and professional sources as evidence to support your research and give credit to their findings. Citations allow others (and you!) to find the sources used in your paper to learn more about them.

Reason 3: To Avoid Plagiarism



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://pressbooks.openeducationalberta.ca/introapatutorial7/?p=5#oembed-1>

Watch this short video to learn about plagiarism and how to avoid it.

It might help to think: is this my own idea or did I read or hear about it in one of my sources? If it came from somewhere else, cite it.

Summary

The main reasons why we cite are to:

1. Participate in scholarly communication,
2. Give credit to our sources,
3. Avoid plagiarism.

Media attribution:

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“[How to Avoid Plagiarism in 5 Easy Steps](#)” by [Modern Librarian Memoirs](#) licensed under [Creative Commons Attribution 4.0 International](#).

EXPLORING SOURCE TYPES

Exploring Source Types

Learning Outcome

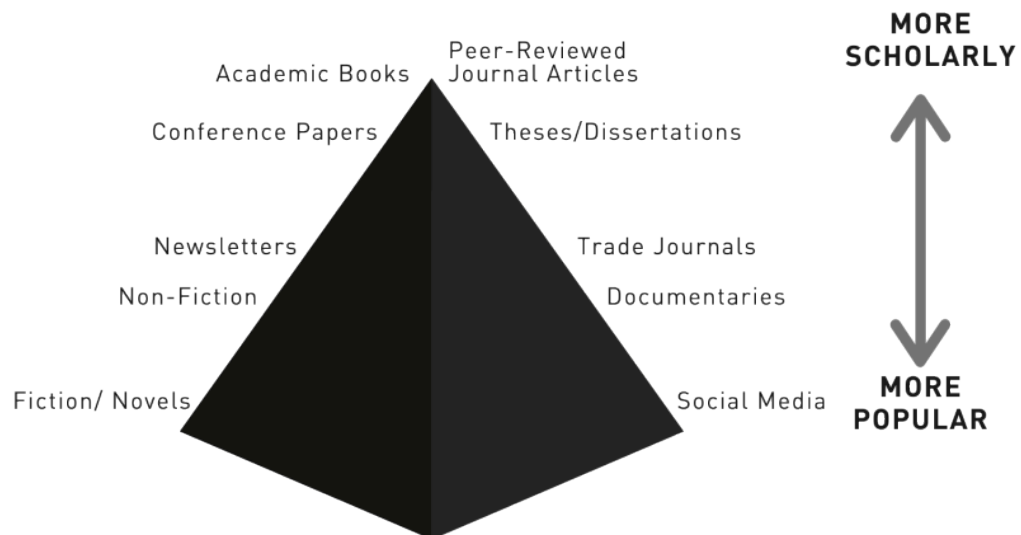
After completing this chapter, you will be able to:

- Recognize cues within sources to identify their source type.

To identify the correct APA citation elements needed for your reference list citation, you first need to know what type of source you have. Looking at a source's visual cues and descriptions from a library catalogue or database can help you figure this out.

Now that so many sources are online, it can be a bit confusing figuring out a source's type. To help, we will go through some examples of source types and cues to look for together.

SCHOLARLY AND POPULAR SOURCES



Source Type: Journal Article Cues

In the following source type examples, examine the different sources and click on the  symbol to learn about each cue that helps identify a source's type.

First, we will examine a scholarly journal article.



Impact of a One-to-One iPad Initiative on Grade 7 Students' Achievement in Language Arts, Mathematics, and Learning Skills

Lori Kirkpatrick^a, Heather M. Brown^b, Michelle Searle^c, Rachael E. Smyth^a, Emily A. Ready^a, and Kathleen Kennedy^b

^aUniversity of Western Ontario, London, Ontario, Canada; ^bUniversity of Alberta, Edmonton, Alberta, Canada; ^cQueen's University, Kingston, Ontario, Canada

ABSTRACT

The goal of this study was to add to the existing literature by examining the effect of 1:1 iPad integration on the achievement of Canadian Grade 7 students. The school board we worked with provided an iPad to each Grade 7 student in the district to keep for the remainder of their time in the district. We examined the impact of the iPads on achievement with three cohorts of Grade 7 students, totaling 1,400 students. Achievement was assessed using students' report cards in language arts, mathematics, and learning skills. In language and mathematics, most of the analyses demonstrated statistically significant but small effects of iPad status on achievement. The effects were mixed in that the impact was sometimes positive, sometimes negative, sometimes negative and then positive, and sometimes neutral. There were no significant effects on students' learning skills, as reported on report cards. The implications of these findings are discussed in the manuscript.

KEYWORDS

Technology; educational technology; one-to-one; 1:1; iPads; achievement; mathematics; language arts; learning skills

Literature review: 1:1 technology and achievement

The use of technology for educational purposes has expanded dramatically in recent years, such that students now have access to computers in 99% of Ontario, Canada, elementary and secondary schools (Chen, Gallagher-Mackay, & Kidder, 2014). Schools boards are incorporating technology in a variety of ways, including 1:1 device programs in which all students are

1
4

2

3

1 Name of the Journal

Journal articles are collected and published in scholarly journals. Often (but not always), the word "journal" in the scholarly journal's name is a good indicator.

2 Volume and Issue Number

Volume and issue numbers are most commonly used with journal articles and scholarly journals.

3 Expert Authors

Articles are written by experts in their field who often have high levels of education and professional experience. Their experience may be included in the article.

4 Abstract

Abstracts are usually found in journal articles and provide a summary of an article's research findings.



The interactive version of this H5P content is available at:

<https://pressbooks.openeducationalberta.ca/introapututorial7/?p=126#h5p-1>

Impact of a One-to-One iPad Initiative on Grade 7 Students' Achievement in Language Arts, Mathematics, and Learning Skills

Author(s): Kirkpatrick, Lori; Brown, Heather M.; Searle, Michelle; Smyth, Rachael E.; Ready, Emily A.; Kennedy, Kathleen

Source: Computers in the Schools, v35 n3 p171-185 2018. 15 pp.

Availability: Routledge. Available from: Taylor & Francis, Ltd. 530 Walnut Street Suite 850, Philadelphia, PA 19106. Tel: 800-354-1420; Tel: 215-625-8900; Fax: 215-207-0050. Web site: <http://www.tandf.co.uk/journals>

URL: <http://dx.doi.org/login.ezproxy.library.ualberta.ca/10.1080/07380569.2018.1491771>

Peer Reviewed: Y

ISSN: 0738-0569

Descriptors: Foreign Development; Middle School Students, Grade 7; Handheld Devices; Mathematics Achievement; Language Arts; Technology Integration; Educational Technology; Learning Strategies; Skill Development; Language Skills

Location Identifiers: Canada

Abstract: The goal of this study was to add to the existing literature by examining the effect of 1:1 iPad integration on the achievement of Canadian Grade 7 students. The school board we worked with provided an iPad to each Grade 7 student in the district to keep for the remainder of their time in the district. We examined the impact of the iPads on achievement with three cohorts of Grade 7 students, totaling 1,400 students. Achievement was assessed using students' report cards in language arts, mathematics, and learning skills. In language and mathematics, most of the analyses demonstrated statistically significant but small effects of iPad status on achievement. The effects were mixed in that the impact was sometimes positive, sometimes negative, sometimes negative and then positive, and sometimes neutral. There were no significant effects on students' learning skills, as reported on report cards. The implications of these findings are discussed in the manuscript.

Abstractor: As Provided

Number of References: 19

Language: English

Number of Pages: 15

Education Level: Middle Schools; Secondary Education; Junior High Schools; Grade 7; Elementary Education

Publication Type: Journal Articles; Reports - Research

Journal Code: JAN2020

2

1 Peer-Reviewed

Scholarly journal articles are peer-reviewed by subject experts. Peer-review indicators may be found in database or library catalogue descriptions or on the journal article (*article received*, *article accepted*).

2 Source Type

Library catalogue and database descriptions often identify the source type of a work.



The interactive version of this H5P content is available at:
<https://pressbooks.openeducationalberta.ca/introapatutorial7/?p=126#h5p-2>

Work's reference citation:

Kirkpatrick, L., Brown, H. M., Searle, M., Smyth, R. E., Ready, E. A., & Kennedy, K. (2018). Impact of a one-to-one iPad initiative on Grade 7 students' achievement in language arts, mathematics, and learning skills. *Computers in the Schools*, 35(3), 171-185. <https://doi.org/10.1080/07380569.2018.1491771>

Source Type: Trade Publication Cues

Examine the source and click on the  symbol to learn about each cue that helps to identify a trade publication.

TEACH

EDUCATION FOR TODAY AND TOMORROW

Tricky
Situations

Meet the
PARENTS

DISCIPLINE
& the Classroom

\$5.99
January/February 2020

2

1

1 Specific Focus

Trade journals and magazines are created for specific professional fields and contain articles that are generally written by professionals in that field.

2 Graphics & Ads

Trade publications are generally more like popular magazines than scholarly journals due to their use of graphics. Graphics are present on the cover, in articles illustrating their topic, and as advertisements geared towards the journal's audience.



The interactive version of this H5P content is available at:

<https://pressbooks.openeducationalberta.ca/introapatutorial7/?p=128#h5p-3>

"This is 2020. Why are we still talking about discipline?"

The End of Discipline in the Classroom

Author Adam Stone

1

2

This is the article where you'll read about the end of discipline—at least as you've always known it.

Sure, kids will still act out, and we'll offer practical tips on how to deal with that, but the current thinking on discipline is preemptive, rather than reactive. Change how you run your classroom, experts suggest, and discipline issues will no longer be a problem.

"This is 2020. Why are we still talking about discipline?" asks Joanne Robertson-Eletto, a professor in the Master of Science in Teaching Literacy program at Touro College's Graduate School of Education. "Even the word—discipline. That sounds like the paddle they gave my mother when she started teaching in the 1930s."

What does Robertson-Eletto offer instead? "It might sound soft and fluffy, but when you approach students with a focus on respect and dignity, there just are no discipline issues. They will do whatever you ask them to do," she says.

She's not alone. There is a growing consensus among experts in the field that teachers who take the time to build stronger relationships with their students can markedly reduce the classroom disruptions that too

often mar the school day. This approach can also make teachers more effective in dealing with any acting-out behaviors that do occur.

A PERSONAL APPROACH

Jessica DiBiasi has seen her share of classroom tumult.

"I've taught in a school where I had to pat a girl down every day because she was stealing things and bringing things to school that she wasn't supposed to have. I've had a first-grader who had very violent tendencies and almost broke my arm. He tore apart my classroom, attacked children," says DiBiasi, who is presently on maternity leave from her job teaching 5th grade special education at a Bronx, NY public school.

She tried the usual remedies—the warnings and consequences. What finally worked? Getting to know the kids.

"No child is just lazy or just naughty. There's always a reason that it is happening. A lot of negative behavior is attention-seeking, kids looking to get a rise out of other children or who can't get enough attention

at home," she says. "When you can identify the 'why' behind the behavior, when you show compassion and try to get to the bottom of it, then you can make meaningful change."

One student would constantly sit with arms crossed, silent. "To a teacher it looks like defiance," she says. "But I took time to speak to her mother, I got her back-story and came to find out that this was her first year in a special education setting and she was worried about the stigma that was created around that. She shut down because of those feelings, and I was then able to find ways to help her feel smarter, to be more tender in my delivery to her—and she started to open up."

That's just one teacher's story, but many experts echo this view.

"Most discipline problems can be avoided ahead of time by having the right classroom environment," says

Berger, chief academic officer at EL Education, a 10-year-old non-profit school improvement

organization. At a "right" environment is one of mutual respect and understanding between the kids themselves, and

between student and teacher. Rather than a vague ideal, Berger describes this as a practical, achievable ambition. It starts with dialogue, teachers encouraging kids to talk about their feelings.

"By talking about their emotion, kids can learn how to manage those emotions. So you actually have the kids discuss how we treat each other and how we deal with it when there is a problem or when someone's feeling gets hurt," he says. "Then when kids get frustrated and upset, they know how to talk about it, they know how to use their words to calm themselves down and to help their peers calm down."

At educational consultancy Conscious Teaching, consultant Katie Anderson says teachers may need to make a mental shift in order to adopt this way of working. "The biggest thing that helps is having the proper mindset," she says.

"That means understanding that the things they do that drive us nuts are not personal. It's easy to take it personally, but typically they are testing us. And they want you to pass the test! They are looking for safety

1 Short Articles & References

Trade publication articles are usually short, with few or no references cited, and focus on a specific topic within the profession (news, products, trends, professional practices, etc.). Authors are often experts in their field, but their articles are not peer-reviewed (i.e. scholarly).

2 Professional Authors

Articles may have short descriptions of the author's credentials or no description is provided. These credentials may emphasize their professional experience rather than their academic experience.

3 Language Used

Trade publications use simple language and specific terminology used within their specific field.



The interactive version of this H5P content is available at:

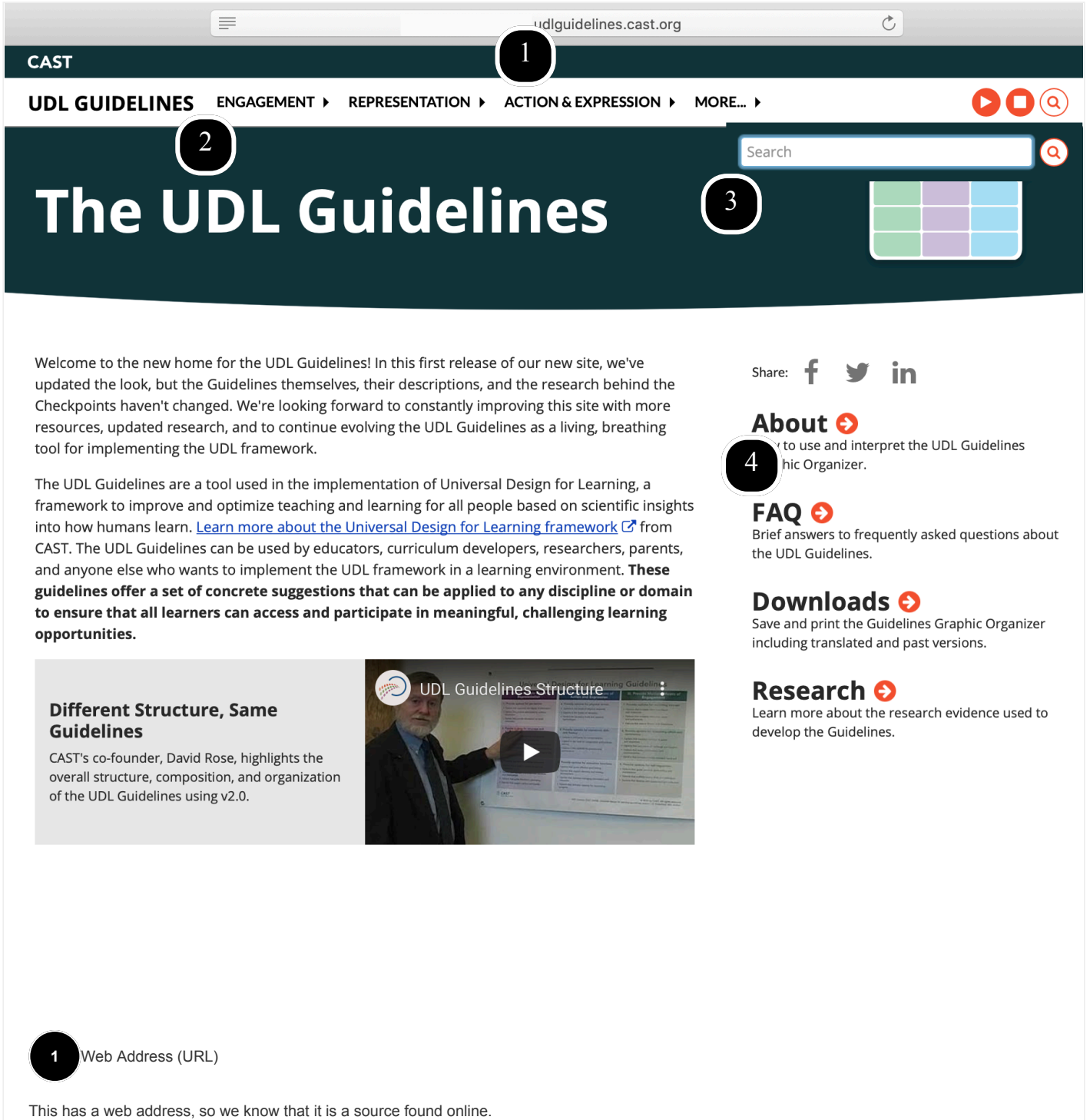
<https://pressbooks.openeducationalberta.ca/introapatutorial7/?p=128#h5p-6>

Work's reference citation:

Stone, A. (2020, January/February). The end of discipline in the classroom. *Teach*, 26-29.
https://issuu.com/teachmag/docs/teach_janfeb2020

Source Type: Webpage Cues

Examine the source and click on the  symbol to learn about each cue that helps to identify a webpage.



The screenshot shows the homepage of the CAST UDL Guidelines website. The browser address bar at the top displays "udlguidelines.cast.org" with a callout '1' pointing to it. The website header includes the CAST logo and a navigation menu with links for UDL GUIDELINES, ENGAGEMENT, REPRESENTATION, ACTION & EXPRESSION, and MORE... A search bar is located in the top right corner with a callout '3'. The main heading "The UDL Guidelines" is prominently displayed with a callout '2'. Below the heading, a welcome message is followed by a paragraph about the site's updates. A video player titled "UDL Guidelines Structure" is featured, with a callout '4' pointing to its description. To the right, there are sections for "About", "FAQ", "Downloads", and "Research", each with a red arrow icon. Social media sharing links for Facebook, Twitter, and LinkedIn are also present.

1 Web Address (URL)

This has a web address, so we know that it is a source found online.

2 Tab-Style Navigation

Websites often use tabs to organize information within the website. Tabs are generally shown within a distinct colour band along the top and may have drop-down menus.

3 Search Box

Websites provide a search box to find specific topics or keywords on their webpages.

4 Social Media Links

Many websites and webpages include links to their social media accounts and options for sharing on your social media.



The interactive version of this H5P content is available at:

<https://pressbooks.openeducationalberta.ca/introapatutorial7/?p=132#h5p-12>

Universal Design for Learning Guidelines

Provide multiple means of Engagement →

Affective Networks
The "WHY" of learning



Provide multiple means of Representation →

Recognition Networks
The "WHAT" of learning



Provide multiple means of Action & Expression →

Strategic Networks
The "HOW" of learning



Provide options for Recruiting Interest (7) →

- Optimize individual choice and autonomy (7.1) →
- Optimize relevance, value, and authenticity (7.2) →

Access

Provide options for Perception (1) →

- Offer ways of customizing the display of information (1.1) →
- Offer alternatives for auditory information (1.2) →

Provide options for Physical Action (4) →

- Vary the methods for response and navigation (4.1) →
- Optimize access to tools and assistive technologies (4.2) →



The interactive version of this H5P content is available at:

<https://pressbooks.openeducationalberta.ca/introapatutorial7/?p=132#h5p-13>

Work's reference citation:

CAST. (2018). *Universal design for learning guidelines version 2.2*. <http://udlguidelines.cast.org>

Source Type: Book & eBook Cues

Examine the source and click on the  symbol to learn about each cue that helps to identify a Book or eBook.

YATTA KANU

INTEGRATING ABORIGINAL PERSPECTIVES INTO THE SCHOOL CURRICULUM

PURPOSES, POSSIBILITIES, AND CHALLENGES



1 Authors & Editors

Books and eBooks can have authors, editors, or both. There may be one individual responsible for a work or multiple individuals.

2 Edition Statement

If a work has an edition, it is likely a book. Edition statements are usually found on the cover or title page. This example is the first edition, so there is no edition statement.



The interactive version of this H5P content is available at:

<https://pressbooks.openeducationalberta.ca/introapatutorial7/?p=134#h5p-14>

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The Call to Integrate Aboriginal Perspectives 3

The Centrality of Cultural Mediation in Human Learning and Development 5

The Effort to Reconnect Aboriginal Education to Its Cultural Roots 7

Integration for Intimate and Cultural Citizenship 10

Increasing/Broadening Our Knowledge Base in a Knowledge Society 13

Raising Essential Curriculum Questions 16

Organization of the Book 22

To Generalize or Not to Generalize 26

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2 Understanding the Integration of Aboriginal Perspectives through Theory 37

Role of Theory in Understanding Phenomena 38

Theoretical Frameworks for Understanding School Performance of Minority Students 39



1 Table of Contents

Books have a table of contents listing all the parts, chapters, references page(s), and other content along with their page numbers.



The interactive version of this H5P content is available at:

<https://pressbooks.openeducationalberta.ca/introapatutorial7/?p=134#h5p-17>

Work's reference citation:

Kanu, Y. (2011). *Integrating Aboriginal perspectives into the school curriculum: Purposes, possibilities and challenges*. University of Toronto Press.

The first step in creating an APA reference citation is to identify the type of source you are using.

After figuring out the type of source you are citing, you can move on to identifying the information needed to create a reference list citation for that source. Using a previous reference citation example can help!

After figuring out the type of source you are citing, you can move on to identifying the information needed to create a reference list citation for that source. Using a previous reference citation example can help!

REFERENCE LIST CITATIONS

Two Types of Citation

Learning Outcome

After completing this chapter, you will be able to:

- Create and format reference list citations in APA style.

In APA Style, there are two parts to every citation: an in-text citation and a reference list citation.

Reference list citations are longer citations that provide enough information needed to describe and find your source again, physically or online.

References

CAST. (2018). *Universal design for learning guidelines version 2.2*. <http://udlguidelines.cast.org/>

Kanu, Y. (2011). *Integrating Aboriginal perspectives into the school curriculum: Purposes, possibilities and challenges*. University of Toronto Press.

Kirkpatrick, L., Brown, H. M., Searle, M., Smyth, R. E., Ready, E. A., & Kennedy, K. (2018). Impact of a one-to-one iPad initiative on Grade 7 students' achievement in language arts, mathematics, and learning skills. *Computers in the Schools*, 35(3), 171-185. <https://doi.org/10.1080/07380569.2018.1491771>

Stone, A. (2020, January/February). The end of discipline in the classroom. *Teach*, 26-29. https://issuu.com/teachmag/docs/teach_janfeb2020

In-text citations are the shortened form of a reference list citation where a source is credited in your paper. It has enough information to locate its matching reference citation.

Smith and Gould (2009) recognized that eating cake is fun.

OR

Eating cake is fun (Smith & Gould, 2009).

We will discuss both of these separately first and then together later. First, we will discuss reference list citations.

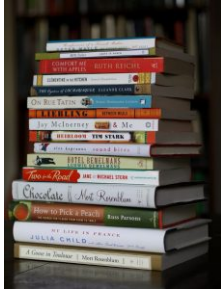
Media attribution:

“[\[Smith and Gould In-text Citation Example\]](#)” from [NorQuest College Library's](#) Intro to APA tutorials is licensed under [CC BY-NC-SA 4.0 International](#) / Border added and refocused.

What is a Reference List Citation?

Let's begin by discussing what a reference list is. A reference list is an alphabetized list located on a separate page at the end of your paper that lists all the reference citations for the sources used in your paper to support your research.

Each reference citation includes key elements referred to as the **Four W's**:

Who?	When?	What?	Where?
			
Author	Date	Title	Source Location

Asking these 4 questions helps identify the key elements needed for a reference list citation.

You're not expected to memorize APA guidelines. Instead, use available resources (APA Quickguide and this tutorial) to help guide you. Over time you will become more comfortable with creating citations yourself.



Using APA resources to help create a reference citation is like using a recipe. The ingredients are the key pieces of information about a source (4Ws). If you're missing an ingredient, leave it out or substitute it.

Following a recipe's directions is like following a citation example. If you follow the directions and add the ingredients at the right point, then your recipe (i.e. your citation) will turn out!

Image Attributions:

“[stack-of-food-books-2](#)” by [Cannelle](#) is licensed under [CC BY 4.0 International](#).

“[512px-Internet2](#)” by Fabio Lanari is licensed under [CC BY-SA 4.0 International](#).

“[Pancake recipe with ingredients Free Vector](#)” by [pikisuperstar](#) is licensed under [CC BY 4.0 International](#).

Creating Reference List Citations

Next, we will use the 4 W's to look at each reference citation for the works evaluated during the “Exploring Source Types” section. Pay close attention to the punctuation and font emphasis (*italic*, underline) used for each source type.

The Library's [APA QuickGuide](#) is a great resource to have on hand for creating reference citations.



Impact of a One-to-One iPad Initiative on Grade 7 Students' Achievement in Language Arts, Mathematics, and Learning Skills

Lori Kirkpatrick^a, Heather M. Brown^b, Michelle Searle^c, Rachael E. Smyth^a, Emily A. Ready^a, and Kathleen Kennedy^b

^aUniversity of Western Ontario, London, Ontario, Canada; ^bUniversity of Alberta, Edmonton, Alberta, Canada; ^cQueen's University, Kingston, Ontario, Canada

ABSTRACT

The goal of this study was to add to the existing literature by examining the effect of 1:1 iPad integration on the achievement of Canadian Grade 7 students. The school board we worked with provided an iPad to each Grade 7 student in the district to keep for the remainder of their time in the district. We examined the impact of the iPads on achievement with three cohorts of Grade 7 students, totaling 1,400 students. Achievement was assessed using students' report cards in language arts, mathematics, and learning skills. In language and mathematics, most of the analyses demonstrated statistically significant but small effects of iPad status on achievement. The effects were mixed in that the impact was sometimes positive, sometimes negative, sometimes negative and then positive, and sometimes neutral. There were no significant effects on students' learning skills, as reported on report cards. The implications of these findings are discussed in the manuscript.

KEYWORDS

Technology; educational technology; one-to-one; 1:1; iPads; achievement; mathematics; language arts; learning skills

WHO

Who: Author

The first part of a reference citation is the author who may be one or more individuals, or a group (organization or government agency).

To write the work's citation include each author's family name and initials **or** name of the group.

Who: Author

1 / 4



Impact of a One-to-One iPad Initiative on Grade 7 Students' Achievement in Language Arts, Mathematics, and Learning Skills

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KEYWORDS

Technology; educational technology; one-to-one; 1:1; iPads; achievement; mathematics; language arts; learning skills

WHEN

When: Date

The second part is the date of the work in parentheses. Most works only include the year of publication, but some works are published more frequently.

APA uses Year-First formatting, followed by Month, Day.

When: Date

2 / 4



Impact of a One-to-One iPad Initiative on Grade 7 Students' Achievement in Language Arts, Mathematics, and Learning Skills

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Technology; educational technology; one-to-one; 1:1; iPads; achievement; mathematics; language arts; learning skills

WHAT

What: Title

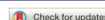
The third part is the title of the work in sentence-case. For books, this may also include an edition statement.

For stand alone works that are not a part of another source, the title is *italicized*.

For works that are a part of another source, the source is *italicized* and **not** the work.

What: Title

3 / 4



Impact of a One-to-One iPad Initiative on Grade 7 Students' Achievement in Language Arts, Mathematics, and Learning Skills

Lori Kirkpatrick^a, Heather M. Brown^b, Michelle Searle^c, Rachael E. Smyth^a, Emily A. Ready^a, and Kathleen Kennedy^b

^aUniversity of Western Ontario, London, Ontario, Canada; ^bUniversity of Alberta, Edmonton, Alberta, Canada; ^cQueen's University, Kingston, Ontario, Canada

ABSTRACT

The goal of this study was to add to the existing literature by examining the effect of 1:1 iPad integration on the achievement of Canadian Grade 7 students. The school board we worked with provided an iPad to each Grade 7 student in the district to keep for the remainder of their time in the district. We examined the impact of the iPads on achievement with three cohorts of Grade 7 students, totaling 1,400 students. Achievement was assessed using students' report cards in language arts, mathematics, and learning skills. In language and mathematics, most of the analyses demonstrated statistically significant but small effects of iPad status on achievement. The effects were mixed in that the impact was sometimes positive, sometimes negative, sometimes negative and then positive, and sometimes neutral. There were no significant effects on students' learning skills, as reported on report cards. The implications of these findings are discussed in the manuscript.

KEYWORDS

Technology; educational technology; one-to-one; 1:1; iPads; achievement; mathematics; language arts; learning skills

Where: Source Location

The final part is the source location. The information included here has the most variety because it's based on the source type of the work you are

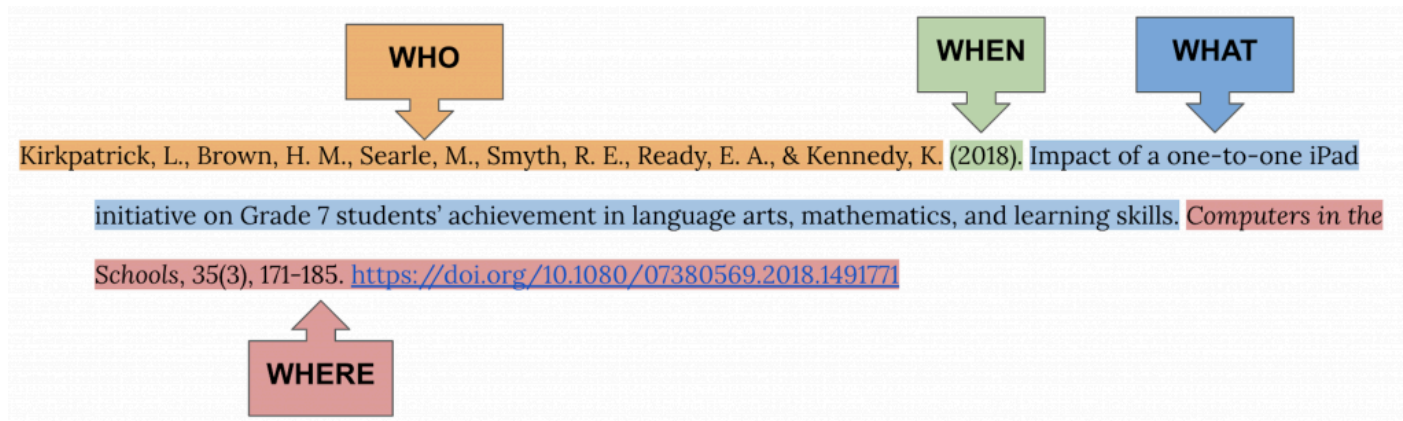
Where: Source Location

4 / 4



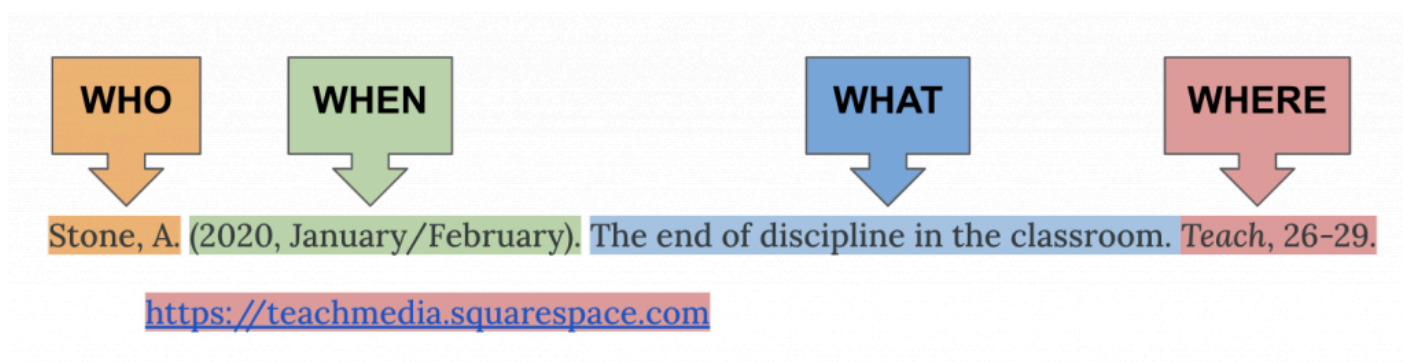
The interactive version of this H5P content is available at:

<https://pressbooks.openeducationalberta.ca/introapattutorial7/?p=141#h5p-21>



The example above is a typical reference citation for a journal article with a DOI.

- **Author:** is the Family name, Initials. for each author, with a comma in between, and ampersand before the last author.
 - Authors are always ordered as they appear on the work.
- **Date:** is the publication date (Year) of the article.
- **Title:** is in sentence-case, as are all titles of works cited in APA Style.
- **Source location:** is the *Scholarly Journal Title* (in Title-Case and italics), *Volume* and Issue number, the article's page range, and hyperlinked DOI.
 - The article is part of a larger source (the scholarly journal), so the source is *italicized* and **not** the article.

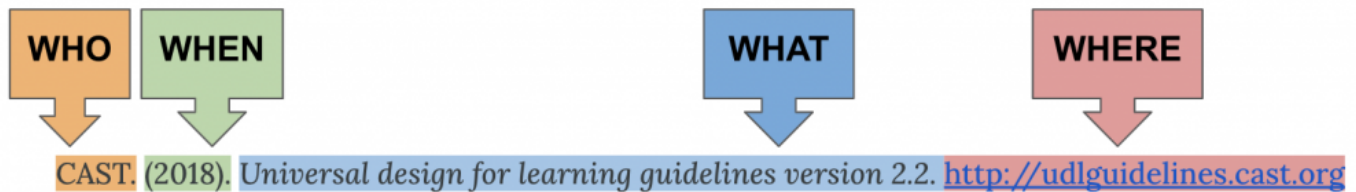


The example above is an article in a trade publication accessed through its online version on a website.

- **Author:** the article's individual author.
- **Date:** the journal's publication date, which follows Year-First format, followed by the seasonal pub-

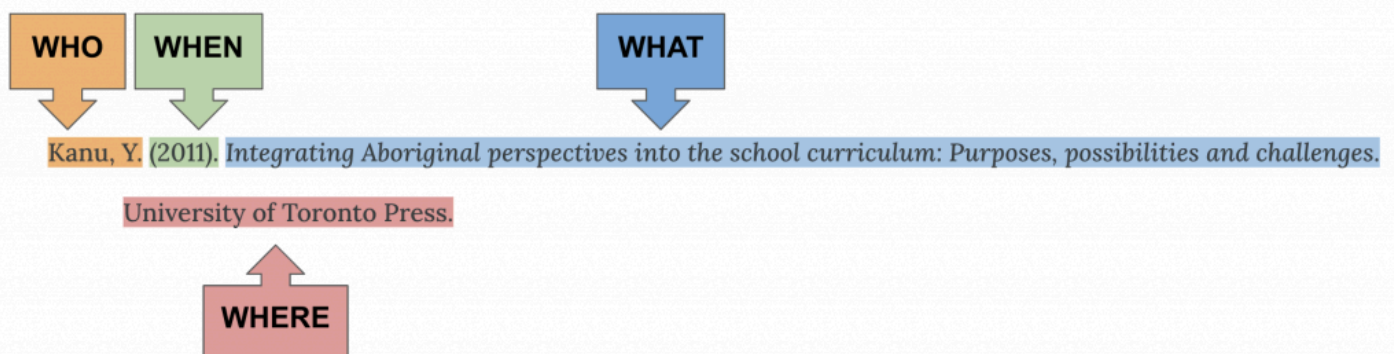
location date.

- **Title:** the article title in sentence-case.
- **Source location:** is the *Magazine's Title* (in Title-Case and italics), the article page range, and hyperlinked URL.
 - This example has no volume or issue numbers, so they are skipped.



The example above is a webpage with a group author that is the same as the website title.

- **Author:** CAST is the full organization's name, not an acronym.
 - If the author is an acronym, spell out their full name.
- **Date:** the publication date of the webpage.
 - Do not use the website's copyright date for the date.
- **Title:** is in sentence-case and italics as it is an individual work.
- **Source location:** is the URL of the webpage.
 - Webpage citations usually include the website title, but here the author is the same as the title so only the author is included.



The example above is an eBook accessed through a library database with no DOI.

- **Author:** is the book's individual author.
- **Date:** the copyright date of the book, found on the copyright page (©2011).
 - This is the guideline for all books and eBooks. The release date of a book is not used.
- **Title:** is in sentence-case and italics as it is a stand alone work and it includes a subtitle separated by a colon (:) with the first word upper-cased.
- **Source location:** is the book's publisher. The book has no DOI and no URL is included because it's located in a library database.

If a work from a library database does not have a DOI, your instructor may prefer to have its URL. We advise asking your instructor.

The infographic below provides an overview of each of the 4W's with some examples.

You can download the full 2-page APA 7th edition overview infographic shown throughout this tutorial here: [APA 7th Edition Overview Infographic \[PDF\]](#).

Author

AUTHOR TYPE

People

Individual author

- Lucas, G.



Multiple authors

- Lucas, G., & Evans, C.

Group



Organization

- World Health Organization.
- Alberta Teachers' Association.



Government Agency

- Alberta Education.
- Statistics Canada.

Missing Author?



Replace with the **title** of the work

Golden lion tamarin. [n.d.]. National Geographic. <https://www.nationalgeographic.com/animals/mammals/a/golden-lion-tamarin/>

REFERENCE LIST ENTRY CITATIONS

Reference list entries of:

1-20 authors include: **all** authors

21+ authors include: first **19** authors...last author.

Author Entry Structure:

Single author: Family name, Initials.

Example: Smith, J. J.

Multiple authors: Family name, Initials, & Family name, Initials.

Example: Smith, J. J., Lucas, G., & Evans, C.

IN-TEXT CITATIONS

For **1 author** include: Family name

Example: (Smith, 2010)

For **2 authors** include: Family name & Family name

Example: (Lucas & Evans, 2011)

For **3+ authors** include: First author, et al.

Example: (Smith et al., 2010)

For Group authors with abbreviation include:

- 1st citation: Full name [abbreviation]

Example: (World Health Organization [WHO], 2020)

- After 1st: Abbreviation

Example: (WHO, 2020)

Date



Date Type	Date Format	Used	Example
Year	(YYYY).	Most often (ex. book, article)	(2020).
Year, month	(YYYY, Month).	Source published monthly	(2020, September).
Year, season	(YYYY, Season).	Source published seasonally	(2020, Fall).
Exact date	(YYYY, Month DD).	Source frequently published	(2020, September 6).
Missing date	(n.d.).	No date for source	(n.d.).

- All citations use Year First format, except for personal communication in-text citations which use Month DD, YYYY format.
- For books/eBooks use copyright date for all citations. But do not use website copyright date for webpages.
- "Accessed on" and "Retrieved from" dates are mostly not included in reference citations.
- Exception: citing changeable unarchived sources (Dictionary, Twitter profile, Facebook page, Google Maps, etc.)

Title



Title written in Sentence case.

Only capitalize:

- First word of title
- First word of subtitle
- Proper nouns



When to italicize the Work's Title:

When it's a standalone work; most common

- Examples: Books, Reports, Dissertations & Theses, Films & TV Series, Social Media, Webpages, YouTube Video

Citation example - Webpage template:

Name. (Date). *Webpage title*. Website Title. URL



When to use brackets:

For non-textual, non-scholarly works.

- Examples: Multimedia, social media

Citation example - YouTube Video:

Fogarty, M. [Grammar Girl]. (2016, September 30).

How to diagram a sentence (absolute basics)

[Video]. YouTube. <https://www.youtube.com/watch?v=9dL73Y9a1uI>

Missing the title?

insert your own [descriptive title]



When to italicize the Work's Source?

When it's a part of another source

- Examples: Article within a Journal, Newspaper or Periodical Article, Edited Book Chapter, Blog Post, TV Episode

Citation example - Journal Article:

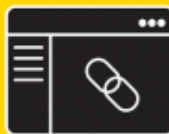
McCauley, S. M., & Christiansen, M. H. (2019). Language learning use: A cross-linguistic model of child language development. *Psychological Review*, 126(1), 1-51. <https://doi.org/10.1037/rev000126>

Source Location



A work's source location may include...

- DOI or URL
- Journal title, volume, issue
- Page range of work
- The work's source
- Publisher name
- Production company
- Institution or organization
- Database title
- Et cetera...



Digital Object Identifier (DOI):

- Include for online and physical works when available
- Is a work's unique, stable link.
- Uses hyperlink format: <https://doi.org/...>

DOIs and URLs should be **hyperlinked**

Missing the DOI?

For online works:

- use URLs for websites
- Within library databases include URLs when instructors require them.
- APA does not require them due to access barriers.

For physical works:

- your citation is complete after publication information.



A work's publisher location is no longer included in APA citations.

Creating Reference List Citations Activity

As you've learned, creating a reference citation requires a few steps:

1. Identify the type of source,
2. Identify the 4W's of the work (Who, When, What, Where),
3. Write the reference citation using the 4W's and guidance from a correct example ([APA Quick-Guide](#)),
4. Lastly, it's also important to proofread your work.

When creating a reference citation, pay attention to the 4W's and how to correctly format each reference citation using punctuation and font emphasis (italics).

Complete the activities below to practice creating reference citations. You may click on any of the images to enlarge them.

Activity 1

AJSLP

Research Article

The Development of a Self-Efficacy Measurement Tool For Counseling in Speech-Language Pathology

Kristen R. Victorino^a and Michelle S. Hinkle^b

Purpose: This study aimed to develop and administer an adapted survey tool to measure counseling skills in graduate students and early-career speech-language pathologists, focusing on the concept of counselor self-efficacy.

Method: An online survey, adapted from the Counselor Activity Self-Efficacy Scales (Lent, Hill, & Hoffman, 2003), was administered. Two hundred ninety-four surveys were completed. An exploratory factor analysis was conducted, along with measures of reliability and validity, in order to determine the psychometric properties of the tool.

Results: Factor analysis supported a 5-factor solution, with subscales reflecting Emotional Support Skills, Session Management Skills, and Helping Skills in 3 domains: Exploration, Insight, and Action. Strong internal consistency was found for each subscale and for the total scale scores. Significant intercorrelations between subscale

scores were expected and confirmed. Construct validity was examined with reference to American Speech-Language-Hearing Association and Council for Academic Accreditation in Audiology and Speech-Language Pathology practice guidelines and clinical competencies. Preliminary comparative data were analyzed to demonstrate utility of the tool in measuring effects of experience on self-efficacy ratings.

Conclusion: The adapted Counselor Activity Self-Efficacy Scales for speech-language pathologists is psychometrically sound; factor analysis, reliability, and validity were in line with reported values for the original survey tool. Potential uses for the survey tool within the field of speech-language pathology are discussed, along with implications for graduate education and clinical supervision related to counseling skills.

You want to write a reference citation for this scholarly journal article. Select all the pieces of information you need to gather in order to write the complete reference citation.

☐ Author credentials

☐ Page range

☐ Volume and issue numbers

☐ Author name(s)

☐ Abstract

☐ Year of publication

☐ Name of the journal

☐ DOI number

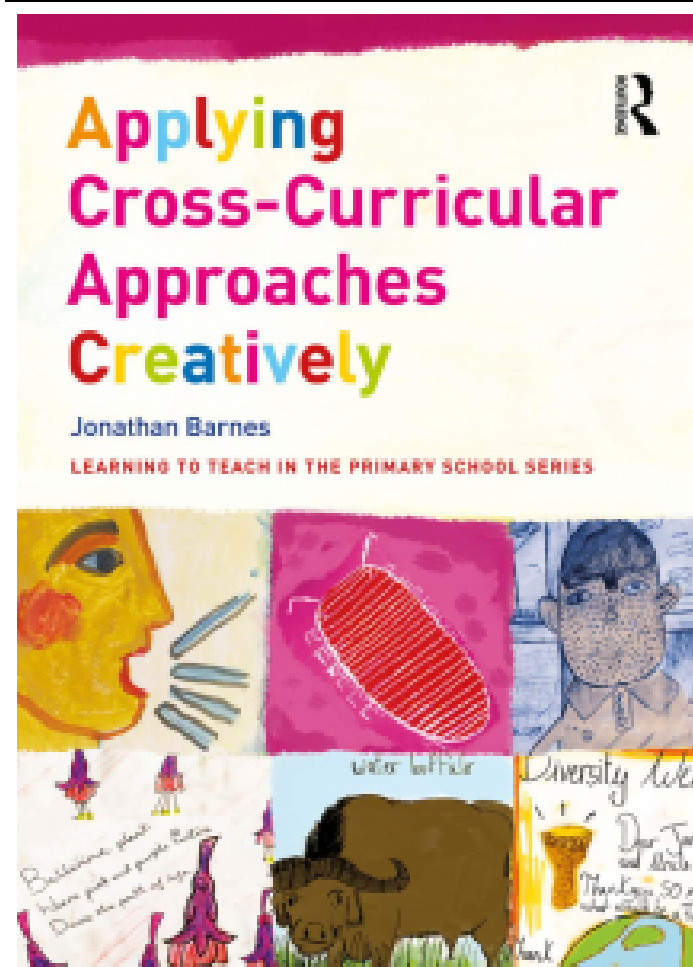
☐ Title of the article



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<https://pressbooks.openeducationalberta.ca/introapatutorial7/?p=143#h5p-23>

Activity 2



First published 2018
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Library of Congress Cataloging-in-Publication Data

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ISBN: 978-1-315-51361-4 (ebk)

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by Apex CoVantage, LLC

You want to create a reference citation for the eBook shown above. Drag and drop each element of the reference citation's 4Ws into their corresponding box to create the eBook's complete reference citation.

Applying cross-curricular approaches creatively.

(2018).

<https://doi.org/10.4324/9781315513614>

Barnes, J.

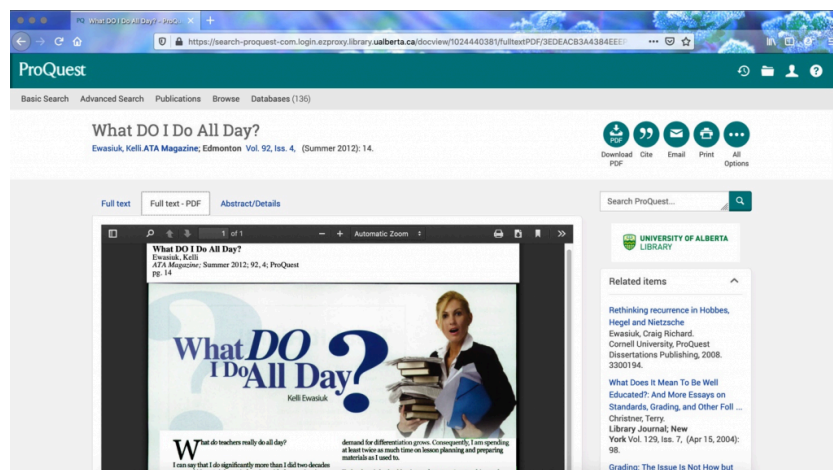
Routledge.



The interactive version of this H5P content is available at:

<https://pressbooks.openeducationalberta.ca/introapatutorial7/?p=143#h5p-25>

Activity 3



Examine the images of the work above. What type of source is this?

Scholarly journal article

eBook

Trade publication

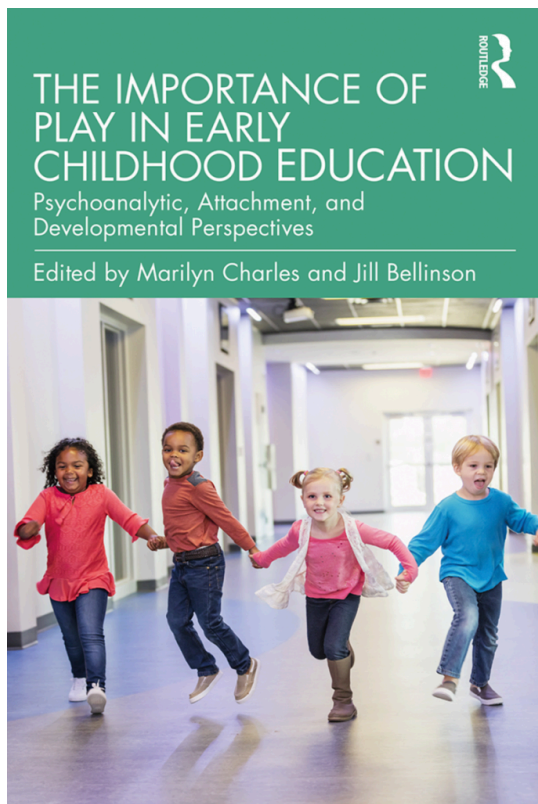
Newspaper



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<https://pressbooks.openeducationalberta.ca/introapatutorial7/?p=143#h5p-27>

Activity 4



THE IMPORTANCE OF PLAY IN EARLY CHILDHOOD EDUCATION

Psychoanalytic, Attachment, and
Developmental Perspectives

Edited by Marilyn Charles and Jill Bellinson

 **Routledge**
Taylor & Francis Group
LONDON AND NEW YORK

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Library of Congress Cataloging-in-Publication Data
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by Taylor & Francis Books

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<i>Norka T. Malberg</i>	

Using the images above fill in the missing words to complete the following reference citation for a chapter in an edited book with a DOI. The selected book chapter is highlighted with a blue border in the Table of Contents image.

(2019). In (Eds.), *The importance of play in early childhood education: Psychoanalytic, attachment, and developmental perspectives* (pp. 11-18). Routledge. <https://doi.org/10.4324/9781315180090>



The interactive version of this H5P content is available at:

<https://pressbooks.openeducationalberta.ca/introapatutorial7/?p=143#h5p-28>

IN-TEXT CITATIONS

What is an In-Text Citation?

Learning Outcome

After completing this chapter, you will be able to:

- Create and format in-text citations in APA Style.



You find a great idea or argument in a source that supports your topic and you want to include it. To do this you need to create an in-text citation and add it to your paper where you have discussed evidence from that source, either as a direct quote or a paraphrase. In-text citations tell your reader which ideas belong to you and which ideas belong to someone else.

There are two different ways that you can include in-text citations into your assignments: as a parenthetical citation or as a narrative citation.

The following example shows how these two types of in-text citations have been included in a paper. Click on the **i** symbol to learn about them.

through high school. When people, and specifically teachers, have more social support, their physical and mental health tends to improve (Betoret, 2006; Perrier et al., 2010). Berkman and Glass (2000) define social support as having an individual or group

2

f individuals who provide resources, abstract and/or tangible, to another.

1

3

1 Parenthetical In-Text Citation

This is a parenthetical in-text citation where the writer has paraphrased a common idea from two different works. It's inserted after the paraphrased sentence and before the ending punctuation. The parenthetical citation format for a work is: the family name or group name of the author(s), a comma, and the publication year all in parentheses.

2 Citing Multiple Sources

Each work is separated with a semicolon and ordered alphabetically, like in this example.

3 Narrative In-Text Citation

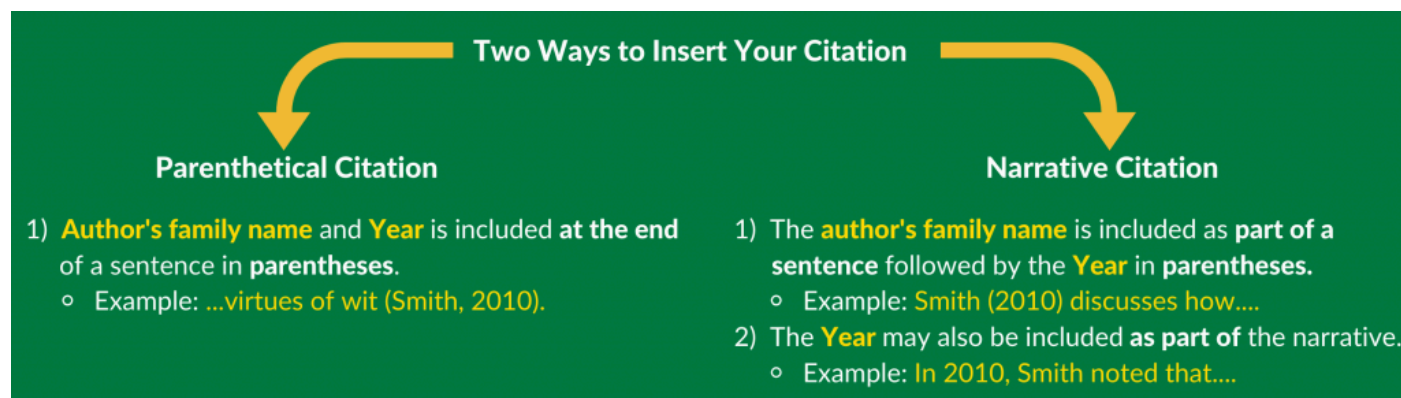
This last sentence is a narrative in-text citation that is paraphrased. It is formatted with the author's family name within the paper's narrative directly followed by the year in parentheses.



The interactive version of this H5P content is available at:

<https://pressbooks.openeducationalberta.ca/introapatutorial7/?p=145#h5p-29>

The image below provides an overview of these two types.



As you can see, an in-text citation is formatted using three key pieces:

1. Parentheses,
2. Author's family name or group name, and
3. Year.

In-text citation information is pulled directly from its matching reference list citation. So, it is easiest to create the reference citation first and then its matching in-text citation.

Berkman, L. F., & Glass, T. A. (2000). Social integration, social networks, social support, and health. In L. F. Berkman & I. Kawachi (Eds.), *Social epidemiology* (pp. 137–173). Oxford University Press.

2010) Berkman and Glass (2000) define social support as having an individual or group of individuals who provide resources, abstract and/or tangible, to another.

So far we have focused on paraphrasing examples. So next, we're going to look at quotation examples for in-text citations.

When you use a direct quote instead of a paraphrase, you also need to include the quote's location in the work. Additionally, when you paraphrase specific passages in longer-length works, you include the location. Location information is added to your in-text citation directly after the date. For example, a parenthetical citation would look like: (Smith, 2010, pp. 3-4).

Note that instructors often prefer location information for all in-text citations, so check with your instructor.

For the following quotation examples, click on the  symbol to learn about how to add in-text citations for short quotes and block quotes.

Short Direct Quote In-Text Citation Examples

Narrative Citation

While acknowledging the importance of culture, Tronick (2007), a developmental child psychologist, satirically notes that, “Culture is often referred to, even deferred to, but only superficially and rarely well” (p. 6). If we take Tronick’s

1

2

1

This is a narrative in-text citation for a short direct quote. For short quotes, they are included in your papers as part of the narrative and must be less than 40 words.

2

The general format of a narrative in-text citation for a short quote is: an introductory phrase that includes the author, followed by the year in parentheses, the quote in quotations, location information in parentheses, followed by ending punctuation.



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<https://pressbooks.openeducationalberta.ca/introapatutorial7/?p=145#h5p-30>

Parenthetical Citation

growth, and the strengthening of the adult and child relationship. Due to children’s immaturity, the capacity for verbal expression is limited—children are better at showing than telling. “When viewed from this perspective, toys are used like words by children and play is their language” (Landreth, 1991, p. 14). Hence, play offers a glimpse into a child’s mind.

1

1

This is a parenthetical citation for a short quote. The parenthetical citation is inserted after the quote and includes the author’s family name or group name, year, and page number. The ending punctuation follows after.



The interactive version of this H5P content is available at:

<https://pressbooks.openeducationalberta.ca/introapatutorial7/?p=145#h5p-31>

Block Direct Quote In-Text Citation Examples

Narrative Citation

Court decision ruling outlawing racial school segregation. Clark (1955) noted: Signal phrase

1 One of the most characteristic and impressive things about the American people are their dedication to their children . . . Almost no sacrifice is too great for parents to make if it will benefit their children. Parents will work, scheme, attend church, buy life and endowment insurance, move from country to city, from city to Suburbs, from one neighborhood to another, from south to north, from east to west—All for the welfare of their children. (p. 3)

Quotation block is indented 1/2 inch

location information follows after ending punctuation.

1

This narrative block quote example is labelled to show how block quotes are formatted. They are used when citing a quote 40 words or more.



The interactive version of this H5P content is available at:

<https://pressbooks.openeducationalberta.ca/introapatutorial7/?p=145#h5p-33>

Parenthetical Citation

have been expelled and disintegrated of the child's self, leading to what Archangelo (2007) has called *parroting*. As the author points out, it

. . . would enable the child to delimit and organize his own internal space, so that he can reintroject those parts and, hopefully, the parts he needs in order to learn. What I am suggesting – which I will call the process of *parroting* – is a means of being a good container without being intrusive to the child: a way to help the child listen to what goes on within himself. [. . .] The parroting approach could metaphorically be expressed as follows: The child would say: “Listen to what I’m saying, that’s me, these are fragments of myself. I cannot bear and contain what I am.” And by parroting, the adult would reply: “Listen to what you’ve said. There is a unity if we bind the parts. And this unity may not be unbearable at all, though you feel differently.” (Archangelo, 2007, pp. 343-344)

1

1

This is a parenthetical citation for a block quote. The citation is added at the very end after the ending punctuation on the same line. The work's quote is on two consecutive pages, so the page numbers include a dash.



The interactive version of this H5P content is available at:

<https://pressbooks.openeducationalberta.ca/introapatutorial7/?p=145#h5p-32>

The image below details some location information examples and their appropriate abbreviation.



When to cite specific location information?

- Use when **quoting** a source or when paraphrasing a **specific passage** in a longer-length work.
 - Note: Your instructor may prefer that you include this information for all in-text citations.

Type	Use	Example
Page	p.	p. 3
Pages	pp.	pp. 3-5
Paragraph	para.	para. 4
Paragraphs	paras.	paras. 4-5
Table	Table	Table 1
Time stamp	00:00:00	1:30:40
Slide(s)	Slide #	Slide 7
Act, Scene, Line(s)	0.0.00-00	1.3.36-37

Note: Your instructor may prefer you include location information for all in-text citations. We advise asking your instructor.

Now that we've covered the basics of in-text citations, head to the next section to complete a few in-text citation practice activities.

Image attribution:

"Illuminated crumpled yellow paper light bulb idea on white background Free Photo" by [Freepik](#) is licensed under [Freepik Licence](#), [attribution required](#).

In-Text Citations Activity

In this section, complete the following three activities to practice creating parenthetical and narrative in-text citations by typing in the in-text citation.

For the next three questions, fill in the missing in-text citation using the reference citation provided above each sentence. Click on the information bubble for help if needed.

5.

Matching reference citation for the following question:

Den Heyer, K. (2009). Implicated and called upon: Challenging an educated position of self, others, knowledge and knowing as things to acquire. *Critical Literacy: Theories and Practices*, 3(1), 26-36. <http://www.criticalliteracyjournal.org/>

Complete this sentence with the parenthetical citation for this paraphrased sentence:

The purpose of information mastery is often to ensure student success on standardized testing in order to show schools and school boards how well students are learning from their teachers .

6.

Matching reference citation for the following question:

Peck, C. (2011). Ethnicity and students' historical understandings. In P. Clark (Ed.), *New possibilities for the past: Shaping history education in Canada* (pp. 305-324). UBC Press.

Complete this sentence with the narrative citation for this paraphrased sentence:

It is important to consider all perspectives when representing history because, according to , students' ancestry, experiences, and ethnic identity influence how they understand and construct historical thinking.

7.

Matching reference citation for the following question:

Anderson, C., Carrell, A., & Widdifield, J. L. (2010). *What every student should know about citing sources with APA documentation*. Allyn & Bacon.

The quote is from page 13.

Complete this sentence with the parenthetical citation for this direct short quote sentence:

Students can sometimes "get overwhelmed with citation but with experts like librarians to help them learn the basics they are able to succeed" .



The interactive version of this H5P content is available at:

<https://pressbooks.openeducationalberta.ca/introapatutorial7/?p=147#h5p-35>

HOW IT ALL WORKS TOGETHER

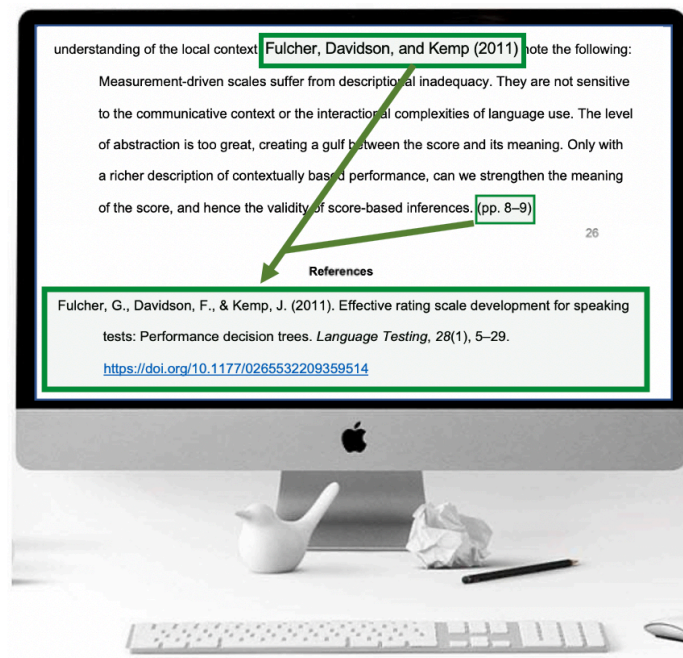
How it All Works Together

Learning Outcome

After completing this chapter, you will be able to:

- Create and format reference list and in-text citations in APA Style.

As we have covered, reference list citations and in-text citations should match each other. They work together to clearly indicate which sources provide support to your assignment.





You wouldn't want to wear mismatched socks, just like you don't want mismatched citations!

You want your in-text and reference list citations (and socks) to match each other!

One exception is personal communication, which is cited as an in-text citation, but is not included in the reference list.



Why? Your reader can't access your personal experiences.

In the next activity, you will practice matching in-text citations with their reference citation.

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Matching Reference and In-Text Citations Activity

For the four questions in this activity, match the reference citation to their corresponding in-text citation by choosing the correct in-text citation from a selection of choices.

Godin, K. M., Patte, K. A., & Leatherdale, S. T. (2018, February). Examining predictors of breakfast skipping and breakfast program use among secondary school students in the COMPASS study. *Journal of School Health*, 88(2), 150-158.

<https://doi.org/10.1111/josh.12590>

Select the correct **in-text citation** that matches the **reference citation** above for a **journal article with a DOI**.

- ☐ (Journal of School Health, 2018)
- ☐ (Examining predictors of breakfast skipping and breakfast program use among secondary school students in the COMPASS study, 2018)
- ☐ (Godin et al., 2018)
- ☐ (Godin, Patte, & Leatherdale, 2018)



The interactive version of this H5P content is available at:

<https://pressbooks.openeducationalberta.ca/introapatutorial7/?p=151#h5p-36>

Centre for the Study of Historical Consciousness. (n.d.). *Historical thinking concepts*. Historical Thinking Project. <http://historicalthinking.ca/historical-thinking-concepts>

Select the correct **in-text citation** that matches the **reference citation** above for a **webpage with no date**.

- ☐ (Centre for the Study of Historical Consciousness)
- ☐ (Center for the Study of Historical Consciousness, n.d.)
- ☐ (Historical thinking concepts, n.d.)
- ☐ (Historical Thinking Project, n.d.)



The interactive version of this H5P content is available at:

<https://pressbooks.openeducationalberta.ca/introapatutorial7/?p=151#h5p-37>

McRae, P. (2020, Winter). Ambiguous but gaining momentum. *ATA Magazine*, 100(2), 30-32.

https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/ATA%20Magazine/Vol%20100/Vol100-No2-Winter_2020.pdf

Select the correct **in-text citation** that matches the **reference citation** above for a **trade publication from a webpage**.

- ☐ (Ambiguous but gaining momentum, 2020)
- ☐ (McRae, 2020, Winter)
- ☐ (McRae, 2020)
- ☐ (ATA Magazine, 2020)



The interactive version of this H5P content is available at:

<https://pressbooks.openeducationalberta.ca/introapatutorial7/?p=151#h5p-38>

Sensoy, Ö., & DiAngelo, R. (2017). *Is everyone really equal?: An introduction to key concepts in social justice education* (2nd ed.). Teachers College Press.

Select the correct **in-text citation** that matches the **reference citation** above for an **eBook with an edition** and **no DOI**.

- ☐ (Teachers College Press, 2017)
- ☐ (Sensoy & DiAngelo, 2017)
- ☐ (*Is everyone really equal?: An introduction to key concepts in social justice education*, 2017)
- ☐ (Sensoy et al., 2017)



The interactive version of this H5P content is available at:

<https://pressbooks.openeducationalberta.ca/introapatutorial7/?p=151#h5p-39>

APA and Writing Support

Learning Outcome

After completing this chapter, you will be able to:

- Access available resources to help you with APA Style citation.

The University of Alberta has a number of resources to turn to if you need help with APA Style citation, library services and resources, and writing.

Citing in APA Style

On the [Library Citation Guide](#), the library has resources to help you with APA Style, including the APA QuickGuide and Purdue OWL.

Another resource is the 2-page APA overview infographic seen throughout this tutorial; you can download it [here](#).

The [Official APA Style and Grammar Guidelines](#) website also has many resources to help, including handouts, sample papers, and other resources. The Official APA website also has information about how to cite a source that is cited within the work you are reading [here](#).

Foundational Tutorials

The Library has [foundational tutorials](#) to help you during your research process. Each tutorial is a short video on a particular topic to help you develop a search strategy, learn about different types of sources, start your search, and your research journey.

EDU 100/300 Library Subject Guide

Need help with finding sources or knowing which database to use for your assignments? A [library subject guide](#) was created to help support you during your EDU 100/300 course.

Ask Us!

If you have questions library staff are here to help! Use the [Ask Us button](#) on the Library website to chat with library staff, book a consultation with a librarian, or email the library.

Writing and Other Support

For writing assistance and other services available for you at the University of Alberta, visit the [Student Services webpage](#) provided by the Dean of Students.

Conclusion

Thank you for completing the APA Style Citation Tutorial!

This tutorial is available for you to return to at any time to access the tutorial's content and support links.

The University of Alberta Library would appreciate it if you could complete the Exit Ticket below or click [here](#) to access the form on your mobile device. Your response will help us improve this tutorial and learn about your experience.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.openeducationalberta.ca/introapatutorial7/?p=37#h5p-4>

Thank you for completing the Exit Ticket

Reminder: The staff at the [University of Alberta Library](#) are here to help if you have any questions about citation or our library services and resources.

References and Attribution

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This page provides a record of edits and changes made to this book since its initial publication. Whenever edits or updates are made in the text, we will provide a record and description of those changes here. If the changes are minor, the version number increases by 0.1. If the edits involve substantial updates, the version number increases to the next full number. Routine hyperlink checks will also occur, which will be noted below but will not impact version number.

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Version	Date	Change	Affected Web Page
1.0	April 2020	Original publication date	Whole book
1.0	December 2022	Hyperlinks updated	Whole book
1.0	December 2023	Updated tip for In-Text Citations Activity Question #7	In-Text Citation Activity
1.0	October 2025	Updated plagiarism video	Why Do We Cite?