

NZCER

Style Guide

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Revised by: NZCER Press
Support services team
Research group
Communications Manager



NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH
TE RŪNANGA O AOTEAROA MŌ TE RANGAHAU I TE MĀTAURANGA

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Wellington
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1. Some general points of editorial style

The NZCER editorial style applies to all NZCER publications and communications.

In general, follow the guidelines set out in the *Publication Manual of the American Psychological Association* (fifth edition, 2001) and *APA Style Guide to Electronic References* (2007).

This section of our style guide highlights some of the main points in Section 3 of the APA manual, “APA Editorial Style”, and also sets out some ways in which the NZCER house style differs from that of the APA manual.

Copies of the APA manual are available from the Publishing Manager, support services or the library.

Other references that have been used in this guide are: the Chambers, Collins and Oxford concise dictionaries, *The New Zealand Oxford Dictionary* (Deverson & Kennedy, 2005), *The Reed Dictionary of Modern Māori* (Ryan, 1995) and Fowler’s 1965 *A Dictionary of Modern English Usage*. Copies of these are available from the Publishing Manager’s office.

Punctuation

Apostrophes

(a) Showing omitted letter

The apostrophe shows where letters have been omitted from words such as not, is, have/had, shall/will or would, usually in speech forms, for example:

wouldn't shouldn't can't
haven't mustn't isn't
I'd you'll they've

The woman who's (who is) on the left of the photograph

There's the man who's (who has) taken my bag.

It's (It is) in the school rules.

Note: The meaning of it's is always it is.

(b) Showing *possession*

The apostrophe comes immediately after the owner (singular) or owners (plural). This can also be expressed by using *of*, with the nouns in the reverse order:

my dog's tail (the tail of my dog)
my dogs' tails (the tails of my dogs)
observation of each other's teaching (observation of the teaching of each other)
their and others' work (their work and the work of others)

Singular nouns and proper names add an apostrophe and an *s*:

a teacher's research (the research of one teacher)
the writer's manuscript (the manuscript of one writer)

John Key's Cabinet

a day's work

Singular nouns and proper nouns ending in *s* add an apostrophe and usually another *s* (unless this would sound too awkward):

the boss's office

Alison Jones's argument

Pat Jenkins' book

Plural nouns ending in *s* add an apostrophe after the end of the word, but not another *s*:

the principals' conference

in a few days' time

the appendices' contents

Plural nouns not ending in *s* add an apostrophe and an *s*:

the media's approach

Note: Where adding an *s* makes the wording sound awkward, it may be better to avoid the possessive by using *of*, especially where no people are mentioned:

the contents of the appendices

the direction of the reforms

Abbreviated plural forms also have the apostrophe added after the *s* to show ownership:

the MPs' seats

JPs' powers

Possessive pronouns *never* have an apostrophe:

Its conclusions make sense.

Both yours and mine are here.

The red one is ours.

That book is hers.

My work complements his.

(c) In titles

In the past, the apostrophe was always used after plural nouns in names such as:

Wellington Teachers' College

Auckland Girls' Grammar School

Today, many organisations, institutions or official bodies do not use an apostrophe in their names after a plural noun. They treat the plural noun as a descriptive word, for example:

New Zealand Teachers Council

Always check to make sure you are using the preferred form.

Colons

Use a colon:

- between a grammatically complete introductory clause (one that could stand as a sentence) and a final phrase or clause that illustrates, extends or amplifies the preceding thought. If the clause following the colon is a complete sentence, it begins with a capital letter:

For example, Freud (1930/1961) wrote of two urges: an urge toward union with others and an egoistic urge toward happiness.

They have agreed on the outcome: Informed participants perform better than do uninformed participants.

- in ratios and proportions:
The proportion (salt:water) was 1:8.
- in references between place of publication and publisher:
New York: Wiley.

Semicolons

Use a semicolon:

- to separate two independent clauses that are not joined by a conjunction:
The participants in the first study were paid; those in the second were unpaid.

What follows the semicolon must be a complete clause—that is, it must contain a verb.

- to separate elements in a series that already contains commas:
The colour order was red, yellow, blue; blue, yellow, red; or yellow, red, blue.

Commas

In a list of three or more items or in a series of three or more phrases, commas are used to separate all items, except the last:

students aged 11, 12 or 13

Many of the principals engaged in juggling acts to match rolls to the size of school buildings, keep class sizes reasonable and uphold their school's reputation.

... books, articles and conference papers.

[Please note that this differs from APA style, which is to use the Oxford or serial comma.]

However, do use a comma between the final two items if necessary to avoid confusion:

There were several colour options: green, blue, red and white, yellow and white, black, and white.

The most prominent issues were funding, student behaviour and achievement, and teacher recruitment.

Commas are used around such as and for example and for their shortened forms i.e. and e.g.:

Students are required to make meaning and respond to process vocabulary, e.g., explain, define, describe.

Ellipsis

To show missing words, use three equally spaced ellipsis points, whether between or within a sentence:

“It is impossible to give absolute rules ... but a considerable degree of uniformity may be attained ... Consider the general audience for the text.”

That is, do not include a fourth ellipsis point to represent a full stop that has been omitted.

[Please note that this differs from APA style.]

Hyphens and short rules

Hints for using hyphens

General principle 1

Do not use a hyphen unless it serves a purpose.

Words which are used together to form a single noun often become compounds as language evolves. These should be written as two words until usage dictates that they are single word compounds:

decision maker policy maker problem solving

General principle 2

Use a hyphen in a temporary compound that is used as an adjective before a noun, for example:

school-wide programme decision-making process

well-known research cross-institutional teams

BUT The programme operated school wide.

Parents are involved in decision making.

This theory is well known.

ALSO long- and short-term memory 16-year-old students

secretary-treasurer Director-General

Governor-General

Do not hyphenate a comparative:

low-decile schools

BUT lower decile schools

General principle 3

Write most words formed with prefixes as one word (see also spelling section).

Exceptions:

All *self-* compounds whether they are adjectives or nouns, for example:

the test was self-paced

self-esteem

Words that could cause confusion if not hyphenated:

co-researcher

co-constructed

Prefixes before words beginning with a capital letter:

non-Māori

Short dash (En rule –)

(Ctrl + Num- [numeric keypad minus sign] in Word)

The short dash is also known as the en rule. It is used to separate two measures, periods of time or connected terms:

November–December

the 1999–2000 Annual Report

10–15 days

at ages 5–6

the East–West conflict over trade regulations

Long dash (Em rule —)

(Alt + Ctrl + Num- [numeric keypad minus sign] in Word)

The long dash is also known as the em rule. As shown in the examples below, it is used with no space between the long dash and the surrounding words.

It is used in pairs instead of commas or parentheses, for greater emphasis, for example:

It appears that outcomes—in terms of scores and activities—could be improved.

It is also used instead of a colon before a long list of pointed items, or before a final statement explaining, or in apposition to, preceding statements, for example:

Bilingual schooling, therefore, is nothing new—self-contained school systems making use of just one language are very recent developments indeed.

Use the long dash to indicate only a sudden interruption in the continuity of a sentence. Overuse weakens the flow of material.

These two participants—one from the first group, one from the second—were tested separately.

Lists

If the sequence is important use numbers or letters.

Use bullet points for lists of key points.

How lists are treated depends on the form of the lead-in statement.

Note: If the first word (or words) of every bullet point is the same, that word (or words) should be lifted up to end the lead-in statement.

A. Where the lead-in statement is not a complete sentence, there are two possible ways to proceed.

1. Each bullet point is followed by a part of a sentence. Begin each one with a lower case letter. Don't use any punctuation at the end of each statement—only the last point ends with a full stop. (Each bulleted part, when joined to the lead-in statement, must form a separate, complete sentence.)

The standards for good figures are simplicity, clarity and continuity. A good figure:

- augments rather than duplicates the text
- conveys only essential facts
- omits visually distracting detail
- is easy to read—its elements (type, lines, labels, symbols etc.) are large enough to be read with ease in the printed form
- is easy to understand—its purpose is readily apparent.

2. Each bullet point is followed by a series of statements. Begin each one with a lower case letter. Separate them with semicolons or, where appropriate, an em dash. Only the last point ends with a full stop. (Each bulleted part, when joined to the lead-in statement, must form a separate, complete sentence.)

The standards for good figures are simplicity, clarity and continuity. A good figure:

- augments rather than duplicates the text; hence, any duplicate material should be deleted from the text
- conveys only essential facts; supporting and interpretive information can be incorporated into the text
- omits visually distracting detail; therefore, the range of design features should be kept to a minimum
- is easy to read—its elements (type, lines, labels, symbols etc.) are large enough to be read with ease in the printed form
- is easy to understand—its purpose is readily apparent.

If treating the list this way produces a clumsy result (e.g., when the bulleted parts are of different length and complexity) amend the lead-in statement so that it reads as a complete sentence (e.g., “The standards for good figures are simplicity, clarity and continuity.”), then form the list as below.

B. Where the lead-in statement is a complete sentence, end it with a colon. Each bullet point will itself be a complete sentence or series of sentences. Begin each one with an upper case letter and end it with a full stop:

The standards for good figures are simplicity, clarity and continuity:

- A good figure augments rather than duplicates the text.
- It conveys only essential facts.
- It contains no visually distracting detail.
- The elements of a good figure (type, lines, labels, symbols etc.) are large enough to be read with ease in the printed form.
- A good figure is easy to understand—its purpose is readily apparent.

Quotation marks

- (a) Use double quotation marks to show the beginning and end of quoted material. Use single quotation marks only to show a quotation within a quotation (including within indented quotations).
- (b) If quoted material takes up more than two lines, indent the passage (on the left, and right justified). Leave a space of one line above and below the quoted material. Note the bracketed citation goes outside the final full stop:

Within the curriculum, poetic writing is defined as follows:

Writing which has been crafted or shaped to convey ideas, thoughts, feelings, and sensory qualities to evoke a response from the reader. It is characteristic of fiction, biography, travel, and other personal narrative, as well as of poetry. (Ministry of Education, 1994, p. 141)

- (c) To show quoted material within an indented quotation, use single quotation marks.

[Please note that this differs from APA style.]

- (d) Punctuation marks which are part of quoted matter go inside the quotation marks:

The principal confronted the teacher with “What are those shoes doing out there? The place looks like a pigsty!”

Where the quotation is not a complete sentence, the final full stop goes outside the quotation marks:

Such efforts were usually described by the teachers as “too little and too late”.

[Please note that this differs slightly from APA style.]

Note: Do not italicise quoted material unless for emphasis of particular words. An exception may be material from a transcript.

Spelling

Please note: Some of these preferred spellings are variations from the APA style.

Some preferred spellings

acknowledgement	fulfil	problem solving
adviser/advisory	gauge	program (computer)
analyse	install/instalment	programme (general)
backup	judgement	recognise
baseline	mileage	self-assessment
co-ordinate	misspell	self-regulated
decision makers	misstatement	self-review
decision making	ongoing	socioeconomic
dependant (noun)	organisation	time frame
dispatch	organise	timeline
e-learning; email	policy makers	wellbeing
encyclopedia	preschool	
framework		

For other instances, in general the first entry in the *New Zealand Oxford English Dictionary* should be used.

Some preferred plural forms

appendices	forums
bureaus	indexes (to books)
censuses	indices (mathematical)
criteria	maximums (general)
curricula	maxima (mathematical)
data	media

focuses

syllabuses

All these plural forms take a plural verb:

What do the data tell us?

Enquire or inquire

Use *enquire* about obtaining information, for example, bus timetables.

Use *inquire* about a formal investigation, for example, commission of inquiry.

However, use *inquiry learning* and *narrative inquiry* as these are established terms in educational research usually spelt with an *i*.

Learnt or learned

As the past form of certain verbs, use *learnt*, *spelt*, *spilt*, *spoilt*. The *-ed* form is American usage.

When using the past participle of these verbs as a descriptive word, use *-ed*. For example:

my learned colleague

Practice/practise, licence/license

Practice and licence are the nouns; practise and license are the verbs.

Doubling consonants with suffixes

- (a) When a suffix beginning with a vowel (*-ed*, *-in(g)*) is added to a word of *one syllable* ending in a single vowel plus a single consonant, the consonant is doubled:

drop dropped dropping

skip skipped skipping

- (b) When a suffix beginning with a vowel is added to a word of *more than one syllable* ending in a single vowel plus a single consonant, the consonant is doubled *only if its syllable bears the accent*.

So:

occur occurred occurring

prefer preferred preferring

But:

benefit	benefited	benefiting
bias	biased	biasing
focus	focused	focusing
target	targeted	targeting

(c) The consonant *l* is usually doubled before a suffix beginning with a vowel:

enrol	enrolled
label	labelled
trial	triated

There are a few exceptions, for example:

paralleled

Prefixes

Many words with prefixes are now written as one word, except when the result gives a double consonant or vowel:

re:	reinstat <u>e</u>	re-engineer	re-evaluat <u>e</u>
co:	coworker	co-operate	co-ordinat <u>e</u>
bi:	bilingual		
anti:	antisocial		
extra:	extracurricular		
mid:	midterm		
non:	nonschool		
under:	underdeveloped	underestimate	
post:	postmodernism	post-test	
pre:	pretest	pre-eminent	
semi:	semidarkness		
socio:	socioeconomic	sociocultural	

Exception: all self- compounds, for example:

self-esteem self-review

[Please note this is different from APA style, where doubling a consonant is accepted.]

Capitals

In general, avoid the overuse of initial capital letters.

Words such as government, board, council and executive need an initial capital only where they are part of a complete title, for example:

the government *but* Her Majesty's Government

the board of trustees *but* the Northland School Board of Trustees

the city council *but* Hutt City Council

Newspaper titles

Capitalise as given on the masthead of the newspaper:

The Dominion Post

Year levels

Some terms used in the New Zealand education system take an initial capital to distinguish them from the ordinary use of these words.

Year levels

Years 7–10

Standard 4

Form 5

However, when using these terms in a general sense, there is no need for a capital:

the various year levels in this school

Italics

(For the use of italics in references, see “References”.)

(a) Italic type, rather than bold, should be used to emphasise words or phrases in the text. Bold type is best reserved for use as side headings. Do not use underlining.

(b) Use italics for a letter, word or phrase cited as a linguistic example:

the letter *a*

the meaning of to fit tightly together

(b) Foreign words and phrases are only printed in italics if they are not common in English (i.e., are not main headings in the *Concise Oxford Dictionary* or *New Zealand Oxford Dictionary*).

Abbreviations

Acronyms

Excessive use of abbreviations, whether standard or unique to one manuscript, can hinder reading comprehension. To maximise clarity, APA recommends that authors use abbreviations sparingly.

In general, use an abbreviation only if a) the reader is more familiar with the abbreviation than the complete form or b) considerable space can be saved and cumbersome repetition avoided.

Abbreviations introduced on first mention of a term and used fewer than three times thereafter, particularly in a long paper, may be difficult for a reader to remember.

Where an acronym is used, the term should be given in full at the first use followed by the acronym in brackets. Thereafter only the acronym should be used.

Some commonly used Latin abbreviations

c.	about
cf.	compare
e.g.	for example
etc.	and so forth
i.e.	that is
viz.	namely
vs.	versus, against

APA advice is to use these abbreviations only in material inside brackets, and in text outside brackets, use the English words instead. NZCER style accepts the sparing use of these abbreviations in text.

Note: In referring to court cases, always use the abbreviation *v.* (for versus), in italics.

Two Latin abbreviations used only in footnotes or endnotes

Op.cit. means “the work cited” in the previous footnote. You can avoid using it by giving instead the name of the author for the work just cited, and the year of publication in brackets, with a page number if required. There will then be no confusion if the footnotes or the order of the footnotes change.

Ibid. means “in the same place”. It should be used only to refer to the same work and the same page as cited in the previous footnote. Again, you can avoid using it by giving the author name and year of publication instead.

Units of measurement

Abbreviations for units of measurement and for clock times are used without full stops:

cm

km

kg

am

pm

Magnification: 10x (e.g., “Students used microscopes with 10x magnification.”)

Numbers

Expressed in words or figures

Numbers under 10 are spelt out unless they refer to precise measurements. Numerals are used for numbers 10 and over. The same rule applies to ordinal numbers (e.g., second, 11th).

However, numbers beginning a sentence are always spelt out.

Precise references to time, age and other forms of measurement are usually given in numerals:

7 days

10 km

a child 11 years old

a 3-year-old toddler

BUT in a year or two

Number-heavy text

In number-heavy statistical and technical writing, numerals can be used for all numbers except ordinals under 10. However, even in these cases:

- the number 1 is usually best spelt out as *one*, but can be a numeral when used in a sentence with other numbers
- if several numbers appear close together in a sentence, one may need to be spelt out for clarity, for example:

The trainees were placed in schools in ten 3-week blocks.

[Please note that this differs from APA style.]

Percentages

Percentages always use numerals, for example, *10 percent*. The symbol % is used only in graphs and tables.

[Please note that this differs from APA style.]

Clock time

12 pm (noon) 12 am (midnight) 9.15 am

Dates

22 August 1994

(not *August 22nd 1994* or *August 22, 1994*)

Monday 22 August 1994

[Please note that this differs from APA style, as the US practice is to put the month first.]

Spans of dates

Use minimum numerals:

1898–1921

1951–63

2007–8

Periods of time

1950s

21st century learning

Mid-19th century

Late 19th century

Mid- to late 19th century

Money

NZ\$350m

Telephone numbers

(04) 384 7939

Use of commas in numbers

Use commas between groups of three digits in figures of 1,000 or more:

4,387

31,204,387

\$3,475

\$31,275,601

\$10,456.98

Some common difficulties

Collective nouns

A collective noun that is singular takes a singular verb and a singular pronoun:

The school is training its teachers.

The committee reviewed the minutes of its meeting.

The team is working well.

A collective noun that is plural takes a plural verb and a plural pronoun:

The media want to have their cake and eat it too.

The data gave some surprising findings.

Where the subject of the verb consists of more than one item, the verb is plural:

Research, writing and editing are covered in this course.

Comprise, compose, constitute

A comprises B and C (*not* is comprised of):

The committee comprises 11 elected members and three appointed members.

A is composed of B and C:

The council was composed of academics and bureaucrats.

Use constitute only in a legal or constitutional context, for example:

Ten members constitute a quorum.

That type of bullying constitutes an offence.

Different from/to/than

It is always correct to use different *from*.

Compared with/to

Use *with* when comparing two things for their differences:

Compared with Auckland, Wellington has fewer traffic problems.

Use *to* when comparing two things for their similarities:

Shall I compare thee to a summer's day?

In contrast with

It is in contrast *with* not in contrast *to*.

Disinterested/uninterested

Disinterested means impartial, without any ulterior motive.

Uninterested means simply not interested.

Fewer/less

Use *fewer* for items that can be counted, and *less* for quantity:

This scheme has resulted in fewer pupils being absent from school.

It takes less time to administer than the old scheme.

Imply/infer

To *imply* means to suggest or hint at something, without actually saying it.

To *infer* means to read between the lines and draw a conclusion from the evidence:

The principal's speech implied that teaching hours would be cut.

The teachers inferred from the principal's speech that teaching hours would be cut.

Percentage/proportion

Percentage always refers to a share of one hundred.

Proportion means a comparative part, share or ratio of a larger whole:

A comparatively high proportion of students—almost one third, 32 percent—failed the first test.

Note: Percent should be written in full when used in text. The symbol % is used only in graphs and tables.

[Please note that this differs from APA style.]

Unique

This should be used only to describe something which has no exact equal or like and is the sole existing specimen. Consequently a thing cannot be *almost*, *rather*, *very*, *somewhat* or *absolutely* unique; it could be *perhaps* or *surely* unique.

Computer terminology

Computer terminology seems to change so quickly that any guidance given is likely to be out of date as soon as it is committed to paper. A perusal of general publications and *The New Zealand Oxford Dictionary* (2005) seems to indicate that current New Zealand usage favours the following conventions:

Capitalisation	Spelling	Some abbreviations
CD-ROM	database	CD-R compact disk—recordable
Internet; the Net	disk	CD-RW compact disk—re-writable
World Wide Web/Web	download	DVD digital versatile disk
	email	FTP file transfer protocol
	hyperlink	HTML hypertext markup language
	hypertext	HTTP hypertext transfer protocol
	log in, log on, log off, log out	ISP Internet service provider
	newsgroup	URL universal resource locator
	online	
	spellcheck	
	Usenet	
	username	
	webmaster	
	website	
	word processor	

The New Zealand education system

Qualifications and curricula

The correct full titles of New Zealand qualifications and curriculum documents are:

National Certificate of Educational Achievement

Te whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa: Early childhood curriculum

The New Zealand curriculum

Te Anga Marautanga o Aotearoa

To refer to the curricula in text, EITHER cite the published document:

. . . as set out in *Te Whāriki* (Ministry of Education, 1996)

. . . interpreting *Te Whāriki* from a sociocultural perspective

. . . as set out in *The New Zealand Curriculum* (Ministry of Education, 2007)

Note: A shortened title is acceptable:

The *Curriculum* states that . . .

Where it is very frequently used, an abbreviation is acceptable:

NZC

This is an abbreviation for the full title (*The New Zealand Curriculum*) and therefore is italicised, but not preceded by another “the” (“Though much of *NZC* is seen as reinforcing the previous curriculum . . .”)

OR (if not using the title) use lower case, roman:

the early childhood curriculum

New Zealand’s early childhood education curriculum

the New Zealand curriculum

the revised curriculum

MOE officials worked on the curriculum

***The New Zealand Curriculum* terminology**

Terms from *The New Zealand Curriculum* (2007) should be presented consistently in NZCER publications.

Vision

For the titles of the four parts—use lower case, italics:

Part of *The New Zealand Curriculum* vision is that students should be *connected*.

Principles

Lower case, italics:

The NZC principles are *high expectations, Treaty of Waitangi, cultural diversity, inclusion, learning to learn, community engagement, coherence and future focus*.

Values

Lower case, italics:

The NZC values are *excellence; innovation, inquiry and curiosity; diversity; community and participation; ecological sustainability; integrity; and respect*.

Key competencies

Lower case, italics:

It is central to *managing self*, one of the key competencies.

Learning areas

Capitals, roman:

For the first time the New Zealand curriculum contains specific achievement objectives for history in curriculum Levels 6–8 within the Social Science learning area.

Strands

Capitals, roman:

In the Nature of Science strand students learn what science is and how scientists work.

Achievement objectives

Initial capital only, roman, quote marks:

“Communicating in science” is one of the four achievement objectives in the Nature of Science strand.

Subject areas

Subject areas (when *NZC* learning areas are not being specifically referred to) do not need a capital unless the word would normally need one:

English language courses

the mathematics curriculum

primary school science teaching

Māori words

Macrons

The macron should be used in all NZCER publications and communications.

A macron is a horizontal line above a vowel to indicate a long vowel sound. The marking of a long vowel is necessary as the meaning of a word can change according to the correct (or incorrect) placement of a macron, or by not marking a long vowel at all. For example, *keke* means “cake” and *kēkē* means “armpit”.

Glossary of regularly used Māori words in English

hapū	tribe (subtribe)
iwi	confederation of related tribes
kaiāwhina	teacher aide
kaumātua	elder/elders
kaupapa	theme/project/subject/purpose
kōrero	to talk/speak, or speech
koha	gift/present
kōhanga reo	Māori language nest
kura	school
kura kaupapa Māori	school conducted totally in Māori within a Māori framework
mana	authority/prestige
Māori	indigenous person/people to Aotearoa New Zealand
marae	meeting house
mātauranga	knowledge
matua	parent/father/uncle
mātua	parents
ngā	the (plural)
Ngāti/Ngāi	prefix used to indicate a tribe; descendants of ... (e.g., Ngāi Tahu)
noa	free of ritual restrictions
Pākehā	New Zealander(s) of European descent
rākau	tree/stick/rod
reo rūmaki	total immersion
tamaiti	child
tamariki	children

tāne	male/males
tangata	person
tāngata	people
tapu	sacred, ritual prohibition
te	the (singular)
wahine	female/woman
wāhine	females/women
wai	water
wānanga	place of learning
whaea	mother/aunty
whakaaro	idea/thought/thinking
whānau	extended family
whanaunga	relation/relations
wharenuī	meeting house/sleeping house
whāriki	woven mat/mat

Government department names

Mana Tohu Mātauranga o Aotearoa	NZ Qualifications Authority
Minitatanga Mō Ngā Wāhine	Ministry of Women's Affairs
Te Manatū Hauora	Ministry of Health
Te Manatū Whakahiato Ora	Ministry of Social Development
Te Puni Kōkiri	Ministry of Māori Affairs
Te Tāhuhu o Te Mātauranga	Ministry of Education
Te Tari Arotake Mātauranga	Education Review Office
Te Tari Mahi	Department of Labour
Te Tari Taiohi	Youth Affairs
Te Tari Tatau	Statistics New Zealand
Te Whare Wānanga o Te Ūpoko o Te Ika a Māui	Victoria University

Place names

Tāmaki-makau-rau	Auckland
Ākarana	Auckland
Peowhairangi	Bay of Islands
Ōtautahi	Christchurch
Ōtepoti	Dunedin
Tūranga-nui-a-Kiwa	Gisborne
Kirikiriōa	Hamilton
Hamutana	Hamilton

Heretaunga	Hastings
Murihiku	Invercargill
Kaitāia	Kaitaia
Ahuriri	Napier
Whakatū	Nelson
Ngāmotu	New Plymouth
Papaioea	Palmerston North
Rotorua	Rotorua
Tauranga	Tauranga
Taupō	Taupo
Pōneke	Wellington
Whanga-nui-ā-Tara	Wellington
Whakatāne	Whakatāne
Whanganui	Whanganui
Whangārei	Whangarei
Te Tai Tokerau	Northland
Te Tai Hauauru	West Coast of the North Island
Te Tai Rāwhiti	East Coast
Te Tai Tonga	South Island
(based on the Māori seats)	
Aotearoa	New Zealand
Te Ika-ā-Māui	North Island
Te Waka-a-Māui	South Island
Te Wai Pounamu	South Island

For the spelling of other Māori words, refer to:

Reed, A. W. (1996). *The Reed dictionary of Māori placenames* (3rd ed.). Auckland: Reed.

Ryan, P. M. (1997). *The Reed dictionary of modern Māori* (Rev. ed.). Auckland: Reed.

2. References

Researchers are responsible for accurate bibliographic references. Accuracy is essential and researchers (*not* editors) are responsible for this. As the *APA Manual* (p. 175) warns—

Accurately prepared references help establish your credibility as a careful researcher. An inaccurate or incomplete reference ‘will stand in print as an annoyance to future investigators and a monument to the writer’s carelessness’.¹

(a) It is recommended that researchers photocopy the title pages of books or journals not in their possession. This saves time and checking later, especially if sources cited are not in NZCER’s library but have been interloaned. Photocopying the page from which matter has been quoted might sound time consuming, but experience has shown this precaution can be a great time saver towards the end of the production process. (It also keeps stress levels down at the end!)

(b) It’s a good idea to use Endnote. Endnote must be turned off before submitting the final file for editing. Make sure you use “NZCERnewhousestyle” output style. This should be saved into your Endnote program files in the “styles” folder. It is available from other Endnote users.

(c) All material sourced elsewhere must be referenced. This includes information from the literature; quotations; and figures, tables and other illustrations.

(d) Researchers are also responsible for the accuracy of all statistical material—columns of figures and percentages in tables must add up to the total given; if they do not, an explanatory, asterisked footnote should be supplied. Adding columns of figures is *not* an editorial function.

The following guidelines are based on the system used by the APA.

There are two parts to referencing—

- the information that is included in the text
- the information that is included in the reference list at the end of the report.

¹ Quote is from Bruner, K. F. (1942). Of psychological writing: Being some valedictory remarks on style. *Journal of Abnormal and Social Psychology*, 37, 52–70.

Information that is included in the text

- Each citation in the text must give author(s), date:

(Tuafuti & McCaffery, 2005)

Where there are more than two authors, separate each name with a comma, including the last:

(Bull, Hipkins, Joyce, & McIntyre, 2007)

Where there are additional citations in the same parentheses, place them in alphabetical order and separate with semicolons:

(Bull, Hipkins, Joyce, & McIntyre, 2007; Unsworth, 2002)

Additional citations by the same author are separated by commas:

(McNaughton, 1993a, 1993b)

Where the authors are mentioned in the body of the text, use the word *and* rather than an ampersand:

As suggested by Tuafuti and McCaffery (2005), most students ...

- Where there are more than two authors, cite all authors at the first mention, and thereafter abbreviate the second and subsequent authors as *et al.* Where there are six or more authors, from the first mention cite the first author followed by *et al.*
- Check that you have included in the reference list *every* source you have cited or from which you have quoted in the text.

Secondary sources

- When citing in the text an article or a book which you have not read, but which is referred to by another author, the text format is:

Smith (as cited in Brown, 1994)

In the reference list, include only the work you read.

Quotes

- Quote accurately—do not change spelling, punctuation or capitalisation; if the quoted matter has an error, reproduce it and print the word [*sic*] in italic type and in square

brackets immediately after the error. This tells the reader that the error occurs in the original work.

- Give page number(s) for all quoted material. Where applicable, ensure these fall within the page numbers cited for the journal article or book chapter in the reference list.

Use the abbreviations:

p. (for one page)

pp. (for more than one page)

Leave a space between the abbreviation and the page number or numbers, and separate page numbers by an en rule:

p. 3

pp. 45–54

For example:

“constructed descriptions and explanations of the past” (Hoepper, 2006, p. 16)

In-text mention of published works

In text, italic type should be used for:

- titles of books, bulletins and monographs
- titles of newspapers and periodicals.

Do not use italic type for:

- titles of journal articles
- articles in newspapers and magazines
- short stories
- chapters and sections of books
- book series
- unpublished theses and papers
- conference papers and lectures.

In text, these should be enclosed in double quotation marks, for example:

Philip K. Dick’s short story “The Electric Ant”.

I was intrigued to read a paper by Joseph Wagner (2006) called “Transfer in Pieces”.

on reference list:

Wagner, J. (2006). Transfer in pieces. *Cognition and Instruction*, 24(1), 1–71.

New Zealand legislation (bills, acts etc.)

Don't include in reference list. Within text, give title (including date), but don't italicise:

The New Zealand Education Act 1877

Reference list

For information that is included in the reference list, the researcher must ensure that the following are given:

- the *correct* title of the book or article
- the correct date of publication and the correct location for the publisher; if more than one is given, list the first only
- the correct volume and issue number of a journal
- the correct pages of the journal article.

General

- All references cited in the text (including appendices) must appear in the reference list; conversely, each entry in the reference list must be cited in the text.
- Finish every entry with a full point.
- Set each entry as a hanging indent, with no line spaces between entries.

Personal communications

- Personal communications (letters, email, telephone conversations) do not provide recoverable data so are not included in reference lists but are cited in the text, for example:

R. A. Schwabe (personal communication, 31 March 1998)

Authors

- Invert names. For all authors, give surnames and initials only.
- Use commas to separate authors' names when there are two or more authors (e.g., Benton, R. A., & Benton, N.).
- Use an ampersand (&) before the last author in both the bracketed in-text citations and the reference list.
- On the reference list, when there are more than six authors, abbreviate the seventh and subsequent authors as et al. (with full stop after al.).

Eccles, J. S., Midgely, C., Wigfield, A., Miller Buchanan, C., Reuman, D., Flanagan, C., et al. (1993). Development during adolescence: The impact of stage–environment fit on young adolescents’ experiences in schools and in families. *American Psychologist*, 48(2), 90–101.

Do not use italics for et al. It is APA style not to use italics for this phrase.

- If a work has no author, move the title to the author position and treat the title like a book:

The hogboggit. (1985). Wellington: Department of Education, School Publications Branch.

Reading recovery booklist. (1990). Auckland: Auckland College of Education.

- For a reference to an entire edited book, place the name(s) of the editor(s) in the author position, and enclose the abbreviation Ed. or Eds. in parentheses after the last editor. Note that editor is abbreviated to Ed., edition to ed.
- When an editor’s name is not in the author’s position, do not invert the name. List initials and surnames of all editors.

Date of publication

- Use the copyright year. This should be the same as the edition cited. For an unpublished work, use the year the work was produced.
- For magazines and newspapers, give the year followed by the day and month (1994, 31 January). [Note this differs from APA style, which expresses the date as 1994, January 31.]
- For articles that have been accepted for publication, but that have not yet been published, use (in press).
- For undated publications, use (n.d.).

Title

Book or article

- Use an initial capital for the first word of the title, subtitle and any proper names, but lower case for all other words.
- Use arabic (not roman) numerals in two-part titles unless the roman numeral is part of a published title.
- Enclose information that is important for identification and retrieval in brackets immediately after the title (e.g., [Letter to the editor].). Brackets indicate a description of form, not a title.

Journal

- Give the title of the journal in full, italic type, and with initial capital letters for each main word.
- Give the volume number in italic type.
- If each issue begins on page 1, show the issue number in roman type in parentheses immediately after the volume number.
- If only one number is given, treat this as the volume number.

Publication information

- List the place of publication before the name of the publisher.
- For book entries, a location that is a major city can be stated alone. Add the state (or country) for places other than major cities, and use a colon after the location (e.g., Cambridge, MA:). It is not necessary to give the country for any publisher located in New Zealand. **[Note this differs slightly from APA 5th edition.]**
- List the publisher's name in as brief a form as is intelligible. Spell out the names of associations and university presses (and the New Zealand Council for Educational Research), but omit superfluous terms such as Publishers, Co., Inc.
- If more than two locations are given for the publisher, cite the location listed first on the title page.
- If the author and publisher are identical, use the word Author as the publisher name:

Ministry of Education. (1996). *Ko e ako 'a e kakai Pasifika: Pacific Islands peoples' education in Aotearoa, New Zealand towards the twenty-first century*. Wellington: Author.

Pagination

- Give inclusive page numbers for articles in journals. Use pp. before the page numbers only in references to newspapers, not in references to journal articles.
- If an article appears on discontinuous pages, list all page numbers, separated by commas.

Examples

Periodicals

Journal article

Iversen, S. J., & Tunmer, W. E. (1992). Phonological processing skills and the reading recovery program. *Journal of Educational Psychology*, 85(1), 112–126.

Journal article in press

Castle, J. M., Riach, J., & Nicholson, T. (in press). Getting off to a better start in reading and spelling: The effects of phonemic awareness instruction within a whole language programme. *Journal of Educational Psychology*.

Newspaper article

The reluctant teacher. (1994, 15 October). *The Evening Post*, pp. 15, 17.

Benton, R. A. (1992, 7 July). Policy blow to Māori radio. *The Dominion*, p. 7.

[Note this differs from APA style which expresses the date as 1992, July 7.]

Periodical with issue season but no volume or issue number or date

Give issue month or season in place of the issue number (in roman), not as part of date:

Biemiller, A. (2001). Teaching vocabulary: Early, direct and sequential. *American Educator*, Spring, 21–27.

set: Research Information for Teachers

Articles in *set* are shown as follows:

Up to 1999

Holton, D., Neyland, J., & Anderson, J. (1997). Problem solving in mathematics. *set: Research Information for Teachers*, 2, item 5.

From 2000

Smith, J. (2000). Problem solving in science. *set: Research Information for Teachers*, 3, 28–32.

set Reprints are treated as books because the subtitle changes.

Cavanagh, T. (2009). Focusing on relationships creates safety in schools. *set reprints: Culture of care* (pp. 19–23). Wellington: NZCER Press.

Early Childhood Folio

This has an ISSN number and is treated as a periodical:

Margetts, K. (1997). Factors impacting on children's adjustment to the first year of school. *Early Childhood Folio: A Collection of Recent Research*, 3, 53–56.

School Journal

Include the word *Part* as part of the volume number, as this is in common use:

Author. (date). Title. *School Journal, Part 3(3)*, 12–20.

Series

Do not include series statement if it is a publisher's series rather than a bibliographic:

Lust, B. C. (2006). *Child language acquisition and growth*. ~~Cambridge Textbooks in Linguistics~~. Cambridge: Cambridge University Press.

A bibliographic series will generally be numbered; a publisher's series will not. A publisher's series is a set of separate publications broadly grouped under a title for marketing purposes; they could equally be regrouped differently. A bibliographic series has a stronger intellectual continuity or coherence. The way the series statement has been treated in a national catalogue, such as Te Puna or the British Library, can be a useful guideline.

Books

Entire book

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Entire edited book

Philips, D., Lealand, G., & McDonald, G. (Eds.). (1989). *The impact of American ideas on New Zealand's educational policy, practice and thinking*. Wellington: NZ-US Educational Foundation and New Zealand Council for Educational Research.

Chapter in an edited book

Kaye, K. (1979). The development of skills. In C. J. Whitehurst & B. J. Zimmerman (Eds.), *The function of language and cognition* (pp. 23–53). New York: Academic Press.

In press book

Smith, A., & Jones, B. (in press). *Ensuring educational success for bilingual preschoolers*. Hillsdale, NJ: Erlbaum.

Subsequent or revised editions

Clay, M. M. (1985). *The early detection of reading difficulties* (3rd ed.). Auckland: Heinemann.

Neale, M. D. (1988). *Neale analysis of reading ability* (Rev. ed.). Hawthorn, VIC: Australian Council for Educational Research.

Reports

Technical reports

If the issuing organisation assigned a number to the report, give that number in parentheses immediately after the title:

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.

If no report number is given, omit the parenthetical information:

Gibson-van Marrewijk, K. (2005). *Executive summary of the abridged report of the retention strategies for Maori students studying at Waikato Institute of Technology research project*. Hamilton: Faculty of Health, Arts & Social Sciences, Wintec.

Documents available through ERIC

For reports from a document deposit service, list the document number at the end of the entry as follows:

Smith, J. D., & Johnson, J. (1973). *Career education for women*. Chicago, IL: Central University. (ERIC Document Reproduction Service No. ED654 321)

Note: There is no full stop at the end.

It is not necessary to give a PS number as this is the clearinghouse code which is superseded by the ED code.

Meetings and symposia

Published proceedings of meetings and symposia

Deci, E.L., & Ryan, R. M. (1991). A motivational approach to self: Integration in personality. In R. Dienstbier (Ed.), *Nebraska Symposium on Motivation: Vol 38. Perspectives on motivation* (pp. 237–288). Lincoln: University of Nebraska Press.

Unpublished paper presented at a meeting

McNaughton, S. S. (1983, August). *Removing the scaffolding: A developmental study of teacher-related interactions during oral reading*. Paper presented at the annual conference of the New Zealand Psychological Society, Auckland.

Theses

Theses

Iversen, S. J. (1991). *Phonological processing skills and the reading recovery programme*. Unpublished master's thesis, Massey University.

Phillips, G. E. (1986). *Storyreading to preschool children in their home environment: A descriptive analysis*. Unpublished doctoral thesis, The University of Auckland.

Academic thesis in progress

Mansell, H. (2007). *An investigation of curriculum negotiation with adolescents*. Doctoral thesis in progress, University of Waikato, Hamilton.

Unpublished papers

Limbrick, L., Buchanan, P. Z., Goodwin, M., & Schwarcz, H. (2005). *Developing a self sustaining professional development programme in writing in a group of schools in the Manurewa Enhancement Initiative*. Unpublished manuscript, The University of Auckland.

Give the associated institution, if there is one.

Review of a book

Lee, G. (2005). [Review of] Goodlad, J. *Romances with schools: A life of education*. (2004). In *New Zealand Journal of Educational Studies*, 40(1&2), 229–232.

[Please note that this differs from APA style.]

Classic works, republished

Butler, S. (1872/1970). *Erewhon*. Harmondsworth: Penguin Books.

Give the bibliographic citation for the publication you referred to. Add the date of original publication, followed by a slash, in front of the publication date. There is no need to give the original publisher.

New Zealand curriculum documents

Ministry of Education. (2007). *The New Zealand curriculum*. Wellington: Learning Media.

Ministry of Education. (1996). *Te whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa: Early childhood curriculum*. Wellington: Learning Media.

Order of references in the reference list

- References are arranged alphabetically by authors' surnames.
- References to an author alone stand first, followed by those references of which that author is the senior author.
- Several references by the same author or authors are arranged by year of publication, *with the earliest coming first*. References with the same year are arranged alphabetically by title with a lower-case letter after the year of publication, for example, (1994a), (1994b). The authors' names are repeated for each entry; that is, do not use a rule.
- Alphabetise corporate authors or works with no author by the first significant word of the name or title.

Example of order of references

Benton, R. A. (1992). Māori English: A New Zealand myth? *New Zealand English Newsletter*, 6, 27–35.

Benton, R. A., Benton, N., & Swindells, J. (1993). *Levels descriptors for Māori units of learning and qualifications*. Report to New Zealand Qualifications Authority. Wellington: New Zealand Council for Educational Research.

Going casual: Percentage of academic teaching and research staff working in universities on fixed-term or hourly paid contracts. (1998, 3 July). *Times Higher Educational Supplement*, p. 3.

McNaughton, S. S. (1978). *Learning in one-to-one reading instruction: Outcomes of teacher attention to errors*. Paper presented at the International Reading Association conference, Dunedin.

McNaughton, S. S. (1983a, August). *Removing the scaffolding: A developmental study of teacher-related interactions during oral reading*. Paper presented at the annual conference of the New Zealand Psychological Society, Auckland.

McNaughton, S. S. (1983b). How effective are proficient 6-year-olds in solving words in context? *New Zealand Journal of Educational Studies*, 18(1), 59–68.

Ministry of Education. *Guided reading: Years 5 to 8*. Wellington: Learning Media.

The reluctant teacher. (1994, 15 October). *The Evening Post*, pp. 15, 17.

Statistics New Zealand. (2006). *Ethnic diversity*. Retrieved 29 November 2008, from <http://www.stats.govt.nz/analytical-reports/monitoring-progress/nz-changing-popn/ethnic-diversity.htm>

Electronic media

The aims of electronic references are the same as those of print—to credit the author and enable the reader to find the material. If print forms and electronic forms of the material are the same, a reference for the print form is preferred. If electronic forms were used in research, some models for referencing are shown below.

Referencing electronic resources

Documents available via the Internet include articles from periodicals (e.g., newspaper, newsletter or journal); they may stand on their own (e.g., research paper, government report, online book or brochure); or they may have a quintessentially Web-based format (e.g., Web page, newsgroup).

Regardless of format, however, authors using and citing Internet sources should observe the following two guidelines:

1. Direct readers as closely as possible to the information being cited.
2. Provide addresses that work.

At a minimum, a reference of an Internet source should provide a document title or description, a date (either the date of publication or update or the date of retrieval) and an address (in Internet terms, a uniform resource locator, or URL). Whenever possible, identify the authors of a document as well.

The URL is the most critical element: If it doesn't work, readers won't be able to find the cited material, and the credibility of your paper or argument will suffer.

The most common reason URLs fail is that they are transcribed or typed incorrectly; the second most common reason is that the document they point to has been moved or deleted.

If you are using a word-processing program, the easiest way to transcribe a URL correctly is to copy it directly from the address window in your browser and paste it into your paper (make sure the automatic hyphenation feature of your word processor is turned off). Do not insert a hyphen if you need to break a URL across lines; instead, break the URL after a slash or before a full stop.

The host name identifies the server on which the files reside. On the Web, it is often the address for an organisation's home page (e.g., <http://www.nzcer.org.nz> is the address for NZCER's home page). Although most host names start with "www", not all do (for example,

<http://arbs.nzcer.org.nz/nzcer3/nzcer.htm> is the home page for the ARBs). The host name is not case sensitive; for consistency and ease of reading, always type it in lower-case letters.

The rest of the address indicates the directory path leading to the desired document. This part of the URL is case sensitive; faithfully reproduce upper-case and lower-case letters and all punctuation.

Test the URLs in your references regularly when you first draft a paper, when you submit it for peer review, when you're preparing the final version for publication and when you're reviewing the proofs.

Electronic reference style

APA Style Guide to Electronic References (2007) replaces *Publication Manual of the American Psychological Association* (5th edition, 2001) for references to electronic sources.

The same basic reference format is followed, but the principles of what the reference is trying to communicate have changed. Hence, in some cases, the elements that need to be included in the reference have changed.

General

- In general, try to reference the authoritative final or “archival” version of the material. (For some publications this will be the paper version.)
- Include the same elements in the same order as you would for a reference to a fixed-media source, and add as much electronic retrieval information as needed for others to locate the sources you cited.
- It is not necessary to include the publisher's location. Only include the publisher's name if it is not clear from the other elements of the reference.
- Do not add a full stop after a URL, to avoid the impression the full stop is part of the URL.

Digital Object Identifier (DOI)

- When a DOI is available, it can be used instead of the URL in the reference.

All content on the Internet is prone to being moved, restructured or deleted, resulting in broken hyperlinks and nonworking URLs in the reference list. In an attempt to resolve this problem, many scholarly publishers have begun assigning a Digital Object Identifier (DOI) to journal articles and other documents. A DOI is a unique alphanumeric string assigned by a registration agency to identify content and provide a persistent link to its location on the Internet. Publishers who follow best practices will publish the DOI prominently on the first page of an article. Because the DOI string can be long, it is safest to copy and paste whenever possible. Provide the alphanumeric string for the DOI exactly as published in the article.

Bracketed descriptors

Enclose a description of the form of the work in brackets if the information is necessary for identification and retrieval. Include this information in brackets immediately after the title, for example:

- [Abstract]
- [Data file and code book]
- [PowerPoint slides]
- [Multimedia presentation]
- [Software]

It is no longer necessary to state [electronic version].

Retrieval date

There is no need to include the retrieval date for the archival version of a publication, or other material that is unlikely to change.

Only include a retrieval date if the material:

- has no fixed publication date, edition or version number
- is from the open Web and is undated or otherwise changeable
- is in preparation, in press or a preprint journal article.

The retrieval date is given as day month year; for example: 22 August 2004.

Choice of URL

In general, direct readers as closely as possible to the source you cited.

However, home pages or menus should be referenced instead for:

- works whose full text is accessible by subscription only
- online reference works such as dictionaries or encyclopedias
- material presented in frames (where disparate parts may have the same URL)
- material where the full URL is excessively long and complex, provided it's possible to navigate easily to the material from the home page or menu.

Use "Available from" instead of "Retrieved from" when the URL leads to information on how to obtain the cited material rather than to the material itself.

Basic electronic reference format

Author, A., & Secondauthor, B. (2008). Article title. *Journal Title*, 11(1), 38–68. Retrieved from <http://www.URL>

Retrieval date is only added if necessary (see above).

Examples

Stand-alone Web document

It is preferable to refer to authoritative sources that will remain unchanged and accessible by future researchers, such as the final version of an article in a journal.

Where it is necessary to refer to sources on the open Web, use this format:

Statistics New Zealand. (2006). *Ethnic diversity*. Retrieved 29 November 2008, from <http://www.stats.govt.nz/analytical-reports/monitoring-progress/nz-changing-popn/ethnic-diversity.htm>

Include the retrieval date as material on the open Web is subject to change.

If no author or date is given, begin the reference with the title of the document and use n.d. (no date):

GVU's 8th WWW user survey. (n.d.). Retrieved 8 August 2007, from http://www.cc.gatech.edu/gvu/user_survey/survey-1997-10/

Journal article

Hager, M. H. (2007). Therapeutic diet order writing: Current issues and considerations. *Topics in Clinical Nutrition*, 22(1), 28–36. Retrieved from <http://www.topicsinclinicalnutrition.com>

No retrieval date is given because the final version of the article is being referenced.

Article with DOI assigned

Stultz, J. (2006). Integrating exposure therapy and analytic therapy in trauma treatment. *American Journal of Orthopsychiatry*, 76(4), 482–488. doi:10.1037/0002-9432.76.4.482

The final or archival version of the article is being referenced, so there is no need to include retrieval date. The article was retrieved from the PsycARTICLES database. However, no database name or URL is needed because the DOI functions as both a unique identifier of the content (taking the place of a database name or accession number) and a link to the content (taking the place of a URL).

Technical or research reports

References to technical or research reports no longer distinguish type of source website. Instead there is one standard format:

Kutner, M., Greenberg, E., Jin, Y., & Paulsen, C. (2006). *The health literacy of America's adults: Results from the 2003 National Assessment of Adult Literacy* (Report No. NCES 2006–483). Retrieved from National Center for Education Statistics: <http://nces.ed.gov/pubs2006/2006483.pdf>

TLRI reports

Full report:

McDonald, T., & Thornley, C. (2008). *Developing teacher–researcher partnerships to investigate best practices: Literacy learning and teaching in content areas of the secondary school*. Retrieved from Teaching and Learning Research Initiative: http://www.tlri.org.nz/pdfs/9235_finalreport.pdf

Use date of publication, not date of funding round.

Summary:

McDonald, T., & Thornley, C. (n.d.). *Developing teacher–researcher partnerships to investigate best practices: Literacy learning and teaching in content areas of the secondary school: A summary*. Retrieved from Teaching and Learning Research Initiative: http://www.tlri.org.nz/pdfs/9235_summaryreport.pdf

Thesis retrieved from personal or institutional website

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