

# APA 7th, FedCite and a case study on modelling referencing to students.

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# Outline:

- APA 7<sup>th</sup>: edition updates
- FedCite: A resource for all
- Modelling referencing: an example from a first year Nursing course

# APA 7<sup>th</sup> - Transition Time



# Examples

APA 6<sup>th</sup> – Three, Four or Five authors – In Text Citations:

. . . outlining the thought processes (Demacheva, Ladouceur, Steinberg, Pogossova, & Raz, 2012).

APA 7<sup>th</sup> - Three to Twenty authors – In Text Citations:

. . . outlining the thought processes (Demacheva et al., 2012).

# Examples

APA 6<sup>th</sup> – “Retrieved”?

City of Ballarat. (2011). *Annual report*. Retrieved from  
[http://www.ballarat.vic.gov.au/media/499612/annual%20report\\_complete.pdf](http://www.ballarat.vic.gov.au/media/499612/annual%20report_complete.pdf)

APA 7<sup>th</sup> – or not “Retrieved”

City of Ballarat. (2011). *Annual report*.  
[http://www.ballarat.vic.gov.au/media/499612/annual%20report\\_complete.pdf](http://www.ballarat.vic.gov.au/media/499612/annual%20report_complete.pdf)

*Unless content will change over time, such as social media posts. In this case, preface the URL with Retrieved Year, Month Day, from http://xxxxx*

# Examples

APA 6<sup>th</sup> – “Place of Publication”

Bandman, E., & Bandman, B. (2002). *Nursing ethics through the life span* (4th ed.). Upper Saddle River, N.J.: Prentice Hall.

APA 7<sup>th</sup> –no “Place of Publication”

Bandman, E., & Bandman, B. (2002). *Nursing ethics through the life span* (4th ed.). Prentice Hall.



**APA  
STYLE**

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APA 7th ed.	+
Australian Harvard	+
Chicago/Turabian 16th ed.	+
MLA	+

## FedCite

Federation University Library's referencing tool has in-text citation, footnotes, full reference examples, and useful tips for APA 6th edition, APA 7th edition, Australian Harvard, Chicago 16th edition/Turabian 8th edition, and MLA 8th edition.

The Library is always working to improve the services and support we offer. As part of this, we are updating FedCite with new referencing styles and more examples. This is a work in progress; currently the section on APA 7th edition is in Beta stage and therefore not yet as 'perfect' as we'd like it to be. All previous APA 6th edition content is still there and we invite you to use FedCite, explore the new APA 7th edition content and provide us with feedback if you have suggestions for additions and improvements via the feedback form.



# Why scaffold referencing?

Referencing is often perceived as:

- ‘a mechanical process’...that is ‘not difficult in itself’ (Buckley, 2015, p.352).
- ‘a relatively minor aspect of academic literacy practice’ (Gravett & Kinchin, 2020, p.85).
- a source of fear and stress for students in that, if it is not done properly, the outcome will be plagiarism (Gravett & Kinchin, 2020) and, hence, punishment.

# What happens if we don't make referencing explicit?

- If lecturers fail to make referencing explicit to students, the divide is perpetuated between 'student novices and academic experts' (Hendricks & Quinn, 2000, 448).
- A lack of scaffolding can result in referencing remaining an 'alienating' aspect of academic discourse for students and inhibiting student agency (Hutchings, 2014, p.312).
- Student agency is critical to study success, so that students feel included in the university community and not 'outsiders' (Gravett & Kinchin, 2020).

# NURBN1001 Summer School Pilot 2019-2020

## Premise:

Each task (three assessment tasks) builds on the previous one and allows for students to hone their knowledge application and referencing skills through a variety of media: *short written Moodle response, video and essay with reflection.*

# Sample steps for scaffolding referencing skills

1. *Provide all sources you expect your students to use to complete the task (Task 1).*
2. *Model correct referencing by listing all sources in the appropriate style within the task description.*
3. *Provide explicit instructions on how to use those references as evidence.*
4. *Model how to create in-text citations – provide sample text/videos with explanations/helpsheets.*
5. *For further scaffolding in subsequent tasks, ask students to find additional sources.*

## **Task 1A description: 500 word response to question prompts**

1. View the short YouTube video available here: [https://youtu.be/9N\\_5grTDHbI](https://youtu.be/9N_5grTDHbI).
2. Discuss the importance of the social media policy in professional nursing practice using:
  - a) detailed instructions on page 2 of this document to guide your structure.
  - b) resources from Modules 1-3.
  - c) the sources listed in the reference list on page 4 of this document. (**You must include a minimum of 5 resources from the reference list in this document**)
  - d) the YouTube video as your example case study.
3. Submit your responses into [Moodle text box](#) including in-text citations and a reference list in APA style

Also, **carefully read the marking guide**, which outlines the requirements for this task.

## **Task 1B description: 3-5 minute video with prompting questions**

**Using Kaltura, create a video presentation of yourself, discussing the importance of the following concepts in the case study listed below.**

The resources you will need to refer to for this task are:

a) Modules 1-8

b) The case study of Tracey Baxter (on page 3).

c) Task instructions (on page 2)

c) The three references listed (on page 4) plus three (3) more references relevant to this topic. You are expected to find these additional sources yourself using Quicksearch or a relevant database (see Nursing Subject Guides on Library homepage).

## **Task 2 description: 2,000 word essay including reflection**

1. Read the clinical scenario on page 6 of this document and identify the pertinent legal and ethical considerations from a nursing perspective.
2. Write a response to the essay questions above using essay structure with an introduction, body paragraphs - that include the key points listed above - and conclusion (see detailed instructions on page 3).
3. Use the three references listed (after the case study) plus three (3) more references relevant to this topic.
4. **Submit your essay draft with reference list to Turnitin** (Moodle submission point: Assessment Task 2 – DRAFT essay)
5. **Review your Turnitin similarity report and make any changes to your essay to improve your referencing or inclusion of evidence for your final draft.**
6. **Write a brief reflection in your final draft (after the reference list) on your Turnitin similarity report and any changes you made** (see detailed instructions on page 4).
7. Submit your essay final draft (revised version) (Moodle submission point: Assessment Task 2 – FINAL essay)

# Task resources

- The lecturer and allocated LSA created videos for each task explaining and modelling how students were expected to respond and use the relevant technology.
- Relevant LSA helpsheets and links to other resources (FedCite) were located in the same area as the assessment instructions and task submission point and referred to in the videos.



# Why this approach?

The aim was to offer a variation in tasks and gradation in task difficulty to provide students with an opportunity to:

- demonstrate their acquired knowledge through a range of activities
- practice using academic discourse incrementally and in a variety of modes
- build confidence in their skills and a sense of agency around university participation

# References

- Buckley, C. (2015). Conceptualising plagiarism: using Lego to construct students' understanding of authorship and citation. *Teaching in Higher Education* 20(3), 352–358. <https://doi:10.1080/13562517.2015.1016418>
- Gravett, K., & Kinchin, I.M. (2020). Referencing and empowerment: exploring barriers to agency in the higher education student experience. *Teaching in Higher Education*, 25(1), 84-97. <https://doi-org.ezproxy.federation.edu.au/10.1080/13562517.2018.1541883>
- Hendricks, M., & L. Quinn. (2000). Teaching referencing as an introduction to epistemological empowerment. *Teaching in Higher Education* 5(4), 447–457. <https://doi:10.1080/713699175>.
- Hutchings, C. (2014). Referencing and identity, voice and agency: adult learners' transformations within literacy practices. *Higher Education Research and Development* 33(2), 312–324. <https://doi:10.1080/07294360.2013.832159>.

# Questions?