# An investigation of APA citation style skills of international students studying at Unitec Institute of Technology

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*Many university and polytechnic students in New Zealand are asked to use APA citation style in their writing assignments. However, a literature review on major works published in the last 10 years found no studies examining how well New Zealand students handle APA style. Moreover, in my daily work in an academic library, I have noticed many of our students have difficulties in formatting papers using APA style.*

*Taking a different approach, this research used a specifically designed test to probe for the most common problems students face with formatting APA reference list and in-text citation. This approach was based on the following considerations: (a) to facilitate a quantitative comparison and analysis of each APA element; (2) to verify this research approach, which was hardly used before. Special attention was paid to digital resources (e.g., blog post, video stream, etc.) to reflect a growing digital academic and research environment. Furthermore, this test has a strong focus on information resources relevant to New Zealand.*

*The research findings show that students' APA style skills remained at the basic level. They had some ideas about the rules, but did not comply with many of them. One significant finding is that they lacked the skills to judge the nature of information sources. Students generally performed well with those information resources with which they are familiar. The research findings provide a snapshot on how a sample of international students performed regarding APA style, and may inform the design of a future APA style training session.*

*Keywords: APA citation style, international students, New Zealand*

## Background Information and Problem Statement

There are a few citation styles currently available for academic writing. Among them, APA is popular for academic publications in psychology, education, business and the social sciences (Lipton, 2011, p. 95). APA stands for the American Psychological Association, the organisation that initiated this citation style.   Ever since its initial release, the APA citation style has been amended and updated several times, and now is in its 6th edition. Compared to other citation styles, APA style has some specific features. For example, APA uses in-text style and stresses time of publication (Lipton, 2011, p. 95).

APA style is regulated by a series of rules. The publication manual alone consists of 272 pages with lots of detailed clarifications and examples. Nevertheless, APA style is not perfect. For example, it is unable to deal with every situation. In some cases, a close match is the only solution (Blobaum, 2009, p. 208). Further, numerous typographical errors were found in its 6th edition, resulting in the release of an eight-page correction document (Blobaum, 2010, p. 199).  Nevertheless, APA remains a well-established citation style standard.

Many university and polytechnic students in New Zealand are asked to use APA style in their writing assignments. However, a literature review on major works published in the last 10 years found no studies examining how well New Zealand students handle APA style. Moreover, in my daily work in an academic library, I have noticed many of our students, in particular international students, have difficulties in formatting papers using APA style.

To fill this gap, this research aims to investigate the APA skills of international students by studying a sample of Chinese international students enrolled at Unitec Institute of Technology, Auckland. More specifically, this study aims to investigate the following sub-problems:

- How well are these students able to follow the APA rules to create reference lists of various information resources;
- How well are they able to format in-text citations compliant with APA rules;
- Which APA elements are students most likely to employ incorrectly.

## Literature Review

In the past decade, academic studies regarding how competently tertiary students handle APA style were

basically carried out in three approaches:

1. By looking into students' works (e.g., dissertation bibliography);
2. By using a self-scoring test as a vehicle to probe their skills;
3. By carrying out an investigation on a given APA training mechanism.

Based on a citation analysis of dissertation bibliographies of postgraduate information science students studying at Loughborough University from 1998 and 2003, Clarke and Oppenheim (2006) looked into their citation behaviour and citation accuracy. They found citation errors in many categories. The author and page number categories, which accounted for 24.7% each, were the most egregious examples. Examples include the omission of part of an author's name or initial, and incompleteness of page numbers cited. Clarke and Oppenheim (2006) found that around 80% of bibliographies being investigated had at least one citation mistake.

Daniel and Onwuegbuzie's (2007) investigation went beyond students' works. They used the word "rampant" to describe the citation errors found in manuscripts submitted to journals for publication review. They concluded that stipulation violations were the outcome of accidents as well as some deliberate intention. Onwuegbuzie, Frels, and Slate's (2010) analysis on 150 research manuscripts submitted for publication provided further evidence. They noticed that citation errors were found in 91.8% of manuscripts. They grouped these citation errors into five categories with "not in reference list" and "not consistent with reference list" being the most serious. Using a different approach, Cash (2009) identified core tenets of effective academic writing and enumerated common errors against the prescribed written style of APA covering almost every section of an academic writing. The most relevant proportion to this research is the reference. Cash (2009) gave examples, such as capitalisation issues in the reference list.

To probe students' APA skills by looking into their works is a valid research approach and has much merit. However, this approach has its limitations, including (but limited to):

- Students may deliberately choose not to use an information resource format, because they may not know how to cite it correctly. Therefore, some of their skills storage cannot be identified by this approach.
- Some information resources may not available for further checking by the third party, in particular those online resources that are subject to change at any time. Therefore, it is difficult for the researcher to ascertain whether a given citation was right or not.
- It is very time-consuming for the researcher.

Instead of analysing bibliographies of dissertations or manuscripts submitted for publication, Freimuth (2008) took a different approach by designing a self-scoring test, which embedded many common errors found in student daily works. Unfortunately, neither the self-scoring test nor the test result was included in her manuscript; therefore, we were unable to see how students performed.

The third approach focuses on effectiveness of a given training mechanism specific designed to improve students' APA skills. Hoang's (2010) research, conducted at the College of Education at the University of Hawaii at Manoa, tried to test the effectiveness of a web-based instructional module in helping students to learn APA sytle. This animated, narrated and interactive tutorial taught students how to identify the components, to arrange the components in correct order, and to choose the correct format (e.g., italics). Through a comparison between the pre- and post-test results, all participants improved their APA citation style skills. A total of 26 out of 30 participants who completed the module met the designated learning target. Of these, 19 scored 100% on the post-test and another four got 93%.

Also taking the pre- and post-test comparison approach, Luttrell, Bufkin, Eastman, and Miller (2010) used two groups (i.e., experimental group and control group) of behavioural sciences students at Drury University, Missouri to test the outcome of their specific designed one-hour course in scientific writing. The test result proved the usefulness of the intensive instructive training in improving APA style skills. The experimental group achieved a mean value of 18.50 in their post-test scores, compared to 11.30 in their pre-test. The improvement was less significant for the control group.

Jorgensen and Marek's (2013) research, conducted at Kennesaw State University, Georgia on entry-level psychology students tried to probe the effectiveness of a 20–30 minute workshop using a PPT presentation to teach students how to identify APA citation errors. Their research tested not only its immediate results but also its long-term effectiveness through three follow-up error recognition tests. The result indicated that participants improved their skills after the workshop and were able to maintain their proficiency in the long run. However, it is regrettable that Jorgensen and Marek did not provide the details of the workshop so as to allow others to learn more from it.

## Research Questions

- How competent are students in identifying the nature of an information resource, and subsequently, in choosing the right citation format?
- How competent are students in identify the author, time of publication, title, publisher and other publication

information for varied information resources?

- To what extent do students know about the APA variations, and subsequently alter citations according to any specific rule?

## Research Design and Process

The research design was triggered by Freumuth's idea by using a specifically designed test to probe those problems when students create a reference list and format in-text citations. This approach was based on the following considerations:

- to take a more comprehensive picture on how students perform;
- to facilitate a quantitative comparison and analysis on each APA element;
- to verify this research approach, which has not been used much before;

A test consisting of 24 multiple choices was designed by the researcher in late 2016. Each question asked participants to identify the right APA citation format for a given sample information resource (See Appendix for test questions). Though it was impossible to cover all information resource formats, this test tried to cover as many as possible, particularly those frequently used in the academic and research environment. Special attention was paid to new digital information resources to better reflect the growing digital information environment. Furthermore, this test had a strong focus on information resources relevant to New Zealand. The manuscript was reviewed by a peer librarian to ensure that questions were clear and easy to understand and answers were justifiable.

Twenty-five students were invited to participate in this research in early 2017. The selection of the sample population was purely random, provided s/he was a Chinese international student studying at Unitec and a regular user of APA style. Participation was purely on a volunteer basis. They were not asked about other personal information, such as name, level of study or subject area, in order to ensure their privacy. A copy of the test alongside the answer sheet was provided. Each participant was asked to select the answers s/he deemed correct. They were allowed to use any resources (e.g., APA website or APA publication manual) other than another person to complete the test. Of course, they could also do the test without any resources. There was no time limit.

## Research Findings and Discussion

### *Author*

#### Unknown Author

Unlike the author of a book, who is identifiable in most cases, the author of an encyclopaedia or dictionary entry is commonly anonymous. According to the current APA (2010, p.184) rule, when the author of an encyclopaedia or dictionary entry is unknown, the author's name should be replaced by the title of the entry. The test indicated that about half of the participants (12 out of 25) knew this rule; the remaining chose "the editors of Encyclopaedia Britannica" as the author. However, if the author is known, then one needs to treat an encyclopaedia or dictionary entry like a chapter in a book (APA, 2010, p. 202). The test delivered a promising result in this case; about 90% (22 out of 25) of participants correctly applied this rule.

Undoubtedly, the author of a blogpost should be acknowledged on the reference list when the blogpost is cited. However, when citing a response to the blogpost, whether the author of the original blogpost should be mentioned was not clear for many (10 out of 25).  The current APA style (2010, p. 215) rule is that it only needs the title of the original blogpost.

#### Secondary Source

When the primary source is unavailable, the secondary source might be an alternative. Apart from mentioning the author of the secondary source in the in-text citation, APA style (2010, p. 178) also requires that the author of the primary source be acknowledged. The test result shows around three quarters of participants (18 out of 25) knew this rule. However, many participants were not clear about the role of an editor when configuring the in-text citation. Ten out of 18 participants selected the right combination — the author of the primary source and the chapter author who directly used the primary source. The remaining eight chose the combination of the author of the primary source and the book's editor as the answer.

Regarding the reference list, three out of 25 participants chose the original work, which they had never read at all. Five out of 25 participants simply listed the entire edited book. In most cases, APA rule requires a person's name to be formatted as "family name, initial." However, for an edited book, its editor's name is expected to be formatted as "initial, family name (Eds.)" (APA, 2010, p. 202).  In this regard, only six out of 16 participants got the final answer right.

### Other Contributors

Considering the number of contributors to most audio-video products, it is unrealistic to name each contributor on the reference list. The APA guide (2010, p. 209) has relevant rules to deal with this situation, namely, to identify the primary contributors followed by their roles in parentheses. But the APA publication manual does not clearly state who are the primary contributors. In this study, it was heartening that over 90% of participants (23 out of 25) were able to identify the two main contributors to the sample YouTube clip.

Based on FRBR's entity-relationship model, translation is not a new work, but the realisation of a work (IFLA Study Group on the Functional Requirements for Bibliographic Records, 2009). Though a translator makes a contribution to a work, APA (2010, p. 199) guidelines do not require a user to name the translator. Unfortunately, around one-third of this study's participants (9 out of 25) chose the translator's name for the in-text citation.

The configuration of personal names differs from culture to culture. In this test, participants were asked to format a Dutch name with "van." "Van" is a common prefix for Dutch family names that generally indicates the origin of a family's distant ancestors. Therefore, it is an inseparable part of a Dutch surname. It is not surprising, considering the ethnic background of this study's participants, that only half (12 out of 25) formatted this Dutch name correctly.

### Multiple Authors

Based on the current APA publication manual (2010, p. 199), all authors' names should be on the reference list, except in the case when the total number of authors is greater than seven. APA has more detailed specifications for the in-text citation. In the test, participants were asked to configure the in-text citation for a work with six authors. According to the APA (2010, p.175) rule, the first in-text citation lists all author names and the subsequent in-text citation cites the first author followed by "et al." Almost the same number of participants (11 and 10 respectively) chose the right answer. Nevertheless, a small amount of participants used the first author's name to represent the entire multiple author list, or used the first three author names plus "et al." Neither is the correct APA format.

### Organisation Names

Even if an organisation has a commonly known abbreviated name, such as NASA, according to APA (2010, p. 184), its full name (i.e., National Aeronautics and Space Administration) still needs to be spelled out in full on the reference list. Possibly because this organisation is only known by many as NASA, around two-thirds of this study's participants (16 out of 25) used its abbreviation on the reference list. Furthermore, the abbreviation of an organisation's name might be used in an in-text citation, if it is familiar or understandable to a reader, but not for its first appearance in the text (APA, 2010, p.176). About two-thirds of participants (15 out of 25) correctly applied this rule.

Parliament is the organisation that passes legislations, but Parliament is not the author of any legislation. One-fifths of participants (20 out 25) selected the act itself as the answer for the in-text citation, which complies with the current APA (2010, p. 219) rule.

## *Time*

### Publishing Time

A piece of legislation might be amended a number of times over the course of its existence. Instead of showing the latest amended date, the current APA (2010, p. 219) rule requires a user to provide the year that the piece of legislation was initially passed by the relevant legislation body. The retrieval time is used to reflect the latest amendments. Less than a third of this study's participants (7 out of 25) knew this rule and gave the correct answer.

A conference presentation is normally delivered on a specific day. Around three-quarters of participants (18 out 25) knew the relevant rule and included the date as part of the citation. A few participants (6 out of 25) were not aware that information up to the year is sufficient for the PowerPoint used in the presentation. It does not need to be accurate up to the specific date.

As discussed above, when referencing a response to a blogpost, information such as who wrote the original blogpost and when and where it was posted is not required (APA, 2010, p. 215). Ten out of 25 participants used the publication time of the original blogpost.

### Retrieval Time

As a general rule, a retrieval date is not required unless the information source changes often (APA, 2010, p.192). All entries of Encyclopaedia Britannica Online were written or edited by professionals, which means they are relatively stable over time. Conversely, all entries of Wikipedia might be created, altered and deleted by anyone at anytime and anywhere. Considering this nature, the retrieval time is vital when one cites a Wikipedia entry. About a quarter of participants (8 out of 25) did not give the retrieval date. Nevertheless, when citing an entry from

Encyclopaedia Britannica Online, a similar amount of participants (7 out of 25) added an unnecessary retrieval date. A small proportion of participants (5 out of 25) selected the answer regarding a retrieval date for the e-book sample, which is also not required.

### Time Format

When configuring time, APA (2010, p. 185) uses neither "day/month/year" nor "month/day/year"; it uses the "year, month/day" format. A significant proportion of participants (19 out of 25) selected the "day/month/year" format for the sample newspaper resource. A possible explanation is that participants are New Zealand-based students who are more comfortable with the British time format. Instead of giving the date next to the author's name, seven out of 25 participants configured the time as part of the conference title, which also does not comply with the current APA rule.

## *Title*

### Container

When formatting a journal article on the reference list, an APA user should acknowledge not only the title of the journal article, but also the title of the periodical (APA, 2010, p. 185). The majority of participants (21 out of 25) knew and correctly applied this APA rule. Similarly, 17 out of 25 participants configured the sample newspaper source correctly. As mentioned above, APA (2010, p. 184) expects a user to treat an encyclopaedia or dictionary entry like a chapter in a book, if the author of that specific entry is known. Although 18 out of 25 participants knew this rule, 13 of them did not know that the word "in" is required before the name of the encyclopaedia or dictionary.  Conversely, when formatting a reference list for a blogpost or a response to a blogpost, APA (2010, p. 215) does not need a user to acknowledge where the blogpost was originally posted; however, a descriptive label stating "web log post" or "web log comment" is required. Around half of the participants (12 out of 25) knew this rule.

### Italicisation and Capitalisation

APA has a series of rules dealing with italicisation.  Most titles, such as the title of a book or a periodical, need to be italicised in the reference list, but the title of a blogpost is an exception. In fact, no part of the citation of a blogpost or a response to a blogpost should be italicised based on the examples provided in the APA (2010, p. 215) publication manual.  Slightly more than half of participants (14 out of 25) gave the answer without italicisation. This rule also applies to maps, graphs, tables and charts. In the test, participants were asked to configure the reference list for a satellite image resource. The same amount of participants chose the answer without italicising the title of the satellite image.

In regards to proper names and symbols in the title, APA (2010, p. 102) expects them to be kept as they are. In the test, participants were given two options to configure "World Word II" (i.e., capitalised or lower case). Around three-quarters of participants (18 out of 25) chose the capitalised option, which is correct.

## *Source*

### Physical location

When a book title is given multiple publishing locations, the majority of participants (22 out of 25) were able to identify the right place: the first location noted on the book's title page, or if specified, the location of the publisher's headquarter as prescribed by APA (2010, p.187). However, less than a quarter of participants (6 out of 25) knew that US states and territories' names should be abbreviated in the reference list (e.g., CA for California) (APA, 2010, p. 187). Six out of 22 participants selected "San Francisco, USA," while 10 selected "San Francisco, California."  Although both may seem straightforward to a reader, neither is compliant with the current APA rule.

### DOI or URL

URLs are commonly used to identify online digital information resources. However, broken link may happen when the website gets updated. DOIs effectively solve this problem by providing a means of consistent identification for digital information resources. As such, APA gives preference to the DOI, if there is one. URLs are an alternative when DOI is unavailable (APA, 2010, p. 191). In the test, participants were asked to configure the reference list for an academic journal article with DOI. Less than half of participants (12 out of 25) selected the right answer.

## Conclusion

Overall, the test results are consistent with overseas research findings. For many Chinese international students, their APA skills remained at the basic level. They had some ideas about the rules, but did not comply with many of them. It is difficult to conclude in which specific APA elements they were particularly weak or strong.

One significant finding is that they lacked the skills to judge the nature of information sources. Many had the misconception that everything online is a webpage. However, the reality is far from being that simple. The range of online information resources are more complicated.

The second finding, though not a surprise, is that students generally performed well with those information resources with which they are familiar, such as books or journal articles. Students were generally less successful in configuring less-commonly-used and emerging information resources, such as blogposts or video streams.

Although only one participant succeeded in this, I am confident that they are likely to obtain better results if they are willing to spend a bit more time checking the APA webpages provided by the library or those examples in the APA publication manual.

To conclude, the research findings provide a snapshot on how a sample of international students performed regarding APA style, and may inform the design of a future APA style training session.

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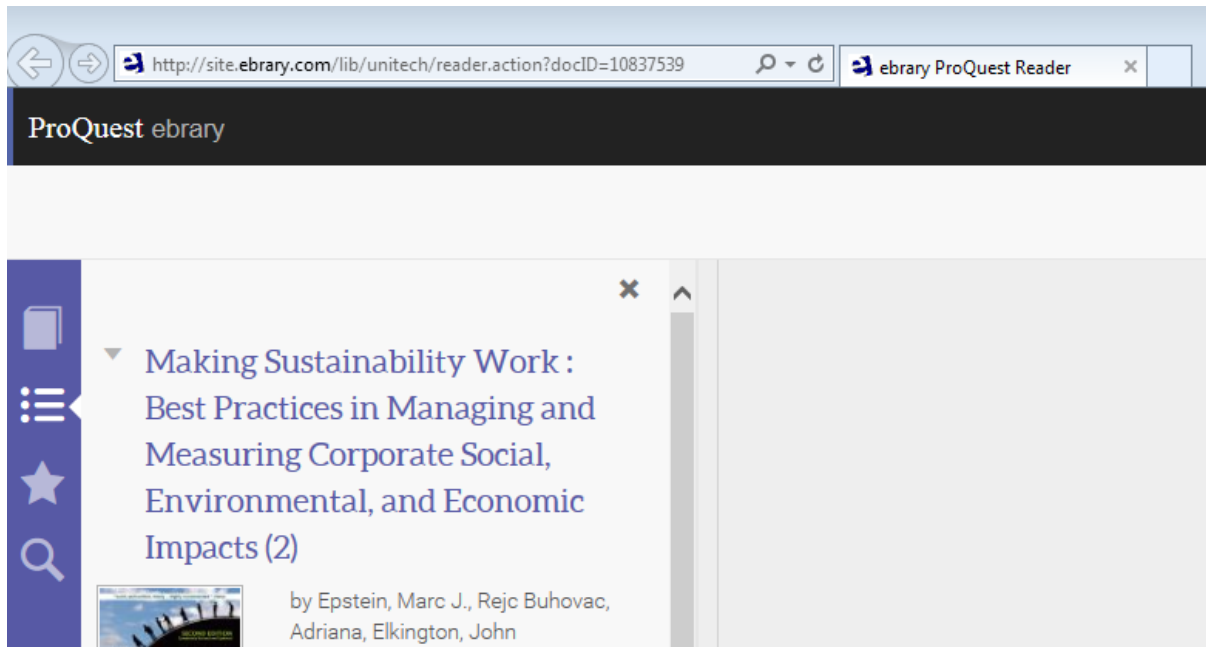# MAKING SUSTAINABILITY WORK

Best Practices in
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Corporate Social, Environmental,
and Economic Impacts

Marc J. Epstein
and Adriana Rejc Buhovac

With Forewords by **John Elkington**
and **Herman B. "Dutch" Leonard**

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*Making Sustainability Work: Best Practices in Managing and Measuring Corporate Social, Environmental and Economic Impacts* (2nd edition) is a book authored by **Marc J. Epstein** and **Adriana Rejc Buhovac**. More publication information is shown above.

This book has its **print** and **digital** versions. If you used a paper-based **print version** of this book, how would you like to configure **the reference list** in APA format?

A.  Epstein, M., & Buhovac, A. (2014). *Making sustainability work: Best practices in managing and measuring corporate social, environmental, and economic impacts* (2nd ed.). Sheffield, UK: Greenleaf.

B.  Epstein, M., & Buhovac, A. (2014). *Making sustainability work: Best practices in managing and measuring corporate social, environmental, and economic impacts* (2nd ed.). San Francisco, USA: Berrett-Koehler.

C.  Epstein, M., & Buhovac, A. (2014). *Making sustainability work: Best practices in managing and measuring corporate social, environmental, and economic impacts* (2nd ed.). San Francisco, California: Berrett-Koehler.

D.  Epstein, M., & Buhovac, A. (2014). *Making sustainability work: Best practices in managing and measuring corporate social, environmental, and economic impacts* (2nd ed.). San Francisco, CA: Berrett-Koehler.

Please fill your answer in **Box 1**. Fill the box with an **"X"**, if none of above is correct.

If you read it as an **e-book** through the library platform, how would you like to configure **the reference list**? (Please see the image below)



A. Epstein, M., & Buhovac, A. (2014). *Making sustainability work: Best practices in managing and measuring corporate social, environmental, and economic impacts* (2nd ed.). Retrieved from the Unitec Library.

B. Epstein, M., & Buhovac, A. (2014). *Making sustainability work: Best practices in managing and measuring corporate social, environmental, and economic impacts* (2nd ed.). Retrieved from ProQuest E-library.

C. Epstein, M., & Buhovac, A. (2014). *Making sustainability work: Best practices in managing and measuring corporate social, environmental, and economic impacts* (2nd ed.). Retrieved from http://site.ebrary.com/lib/unitech/reader.action?docID=10837539

D. Epstein, M., & Buhovac, A. (2014). *Making sustainability work: Best practices in managing and measuring corporate social, environmental, and economic impacts* (2nd ed.). Retrieved August 29, 2016 from http://site.ebrary.com/lib/unitech/reader.action?docID=10837539

Please fill your answer in **Box 2**. Fill the box with an **"X"**, if none of above is correct.

*Entrepreneurship and Small Business Management in New Zealand* is a print book **edited** by **Claire Massey**.   More publication information is shown below:

About the editor

Associate Professor **Claire Massey** is the Director of the New Zealand Centre for SME Research at Massey University, Wellington campus. She has been involved with SMEs for the last 20 years (including owning her own business, working as CEO of a local development agency and as a business adviser in New Zealand and overseas). The 25 other contributors include leading researchers and teachers in the field of small business management. Most are presently teaching at university level.

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In Chapter 3 – Pathways to enterprise, **David Tweed**, the **author** of this chapter, summarised **Schumpeter's** argument: "The entrepreneur is fundamental to economic development and should be identified and studied separated from those who are simply business owners and managers (p. 41)".

You were **unable** to find Schumpeter's original work published in 1934 by the Harvard University Press, but you would like to use Schumpeter's argument.   How would you like to configure the **in-text reference**?

   A.  Schumpeter (as cited in Tweed, 2005, p.41)
   B.  Schumpeter (as cited in Massey, 2005, p. 41)
   C.  Tweed (2005, p 41)
   D.  Massey (2005, p.41)

Please fill your answer in **Box 3**.   Fill the box with an **"X"**, if none of above is correct.

How would you like to configure **the reference list**?

   A.  Schumpeter, J. (1934). *The theory of economic development*.  Cambridge, MA: Harvard University Press.

   B.  Massey, C. (Ed.) (2005).  *Entrepreneurship and small business management in New Zealand*.  Auckland, New Zealand: Pearson Education.

C. Tweed, D. (2005). Pathways to enterprise. In Massey, C. (Eds.) *Entrepreneurship and small business management in New Zealand* (pp. 38-52). Auckland, New Zealand: Pearson Education.

D. Tweed, D. (2005). Pathways to enterprise. In C. Massey (Eds.) *Entrepreneurship and small business management in New Zealand* (pp. 38-52). Auckland, New Zealand: Pearson Education.

Please fill your answer in **Box 4**. Fill the box with an **"X"**, if none of above is correct.

Chapter 16 of this edited book – The psychology of entrepreneurs and SME owner/managers was authored by **Marco van Geldren**. Marco's article was originally written in **Dutch** and appeared in **Risseeuw and Thurik**'s book *Handboek ondernemerschap en MKB* in 2003. It was later **translated** into English by **Marije Knevel** and adapted in Claire Massey's book.

You **only** read Marco's article in Claire's book (in English version). If you would like to use Marco's idea, how would you like to configure the **in-text reference**?

A. (Van Geldren, 2003)
B. (Geldren, trans. 2005)
C. (Van Geldren, trans. 2005)
D. (Knevel, trans. 2005)

Please fill your answer in **Box 5**. Fill the box with an **"X"**, if none of above is correct.

How would you like to configure **the reference list**?

A. Van Geldren, M. (2003). De psychologie van de ondernmer. In P. Risseeuw & A. R. Thurik. *Handboek ondernemerschap en MKB*. Dordrecht: Kluwer.

B. Van Geldren, M. (2005). The psychology of entrepreneurs and SME owner/managers. (M. Knevel, Trans). In C. Massey (Eds.) *Entrepreneurship and small business management in New Zealand* (pp. 208-227). Auckland, New Zealand: Pearson Education.

C. Geldren, M. V. (2005). The psychology of entrepreneurs and SME owner/managers. (M. Knevel, Trans). In C. Massey (Eds.) *Entrepreneurship and small business management in New Zealand* (pp. 208-227). Auckland, New Zealand: Pearson Education.

D. Knevel, M. (2005). The psychology of entrepreneurs and SME owner/managers. In C. Massey (Eds.) *Entrepreneurship and small business management in New Zealand* (pp. 208-227). Auckland, New Zealand: Pearson Education.

Please fill your answer in **Box 6**. Fill the box with an **"X"**, if none of above is correct.

# "Remembering" World War II and Willingness to Fight

## Sociocultural Factors in the Social Representation of Historical Warfare Across 22 Societies

Dario Paez
*University of the Basque Country, Spain*
James H. Liu
*Victoria University of Wellington, New Zealand*
Elza Techio
*University of the Basque Country, Spain*
Patricia Slawuta
*New School for Social Research, New York*
Anya Zlobina
*Saint Louis University at Madrid, Spain*
Rosa Cabecinhas
*University of Minho, Portugal*

Students from 22 nations answered a survey on the most important events in world history. At the national level, free recalling and a positive evaluation of World War II (WWII) were associated with World Values Survey willingness to fight for the country in a war and being a victorious nation. Willingness to fight, a more benign evaluation of WWII, and recall of WWII were associated with nation-level scores on power distance and low postmaterialism, suggesting that values stressing obedience and competition between nations are associated with support for collective violence, whereas values of expressive individualism are negatively related. Internal political violence was unrelated to willingness to fight, excluding direct learning as an explanation of legitimization of violence. Recall of wars in general (operationalized by WWI recall) was also unrelated to willingness to fight. Results replicate and extend Archer and Gartner's classic study showing the legitimization of violence by war to the domain of collective remembering.

*Keywords:* social representations; collective memory; war attitudes

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Suppose you found the article above on **Google Scholar**.   More publication information is shown below:



If you would like to use the information from this article, how would you like to configure **the reference list**?

A.  Paez, D., Liu, J. H., Techio, E., Slawuta, P., Zlobina, A., & Cabecinhas, R. (2008). *"Remembering" World War II and willingness to fight: Sociocultural factors in the social representation of historical warfare across 22 societies*.   Retrieved from http://jcc.sagepub.com/content/39/4/373.short

B.  Paez, D., Liu, J. H., Techio, E., Slawuta, P., Zlobina, A., & Cabecinhas, R. (2008). "Remembering" World War II and willingness to fight: Sociocultural factors in the social representation of historical warfare across 22 societies. *Journal of Cross-Cultural Psychology, 39*(4), 373-380.   Retrieved from http://jcc.sagepub.com/content/39/4/373.short

C.  Paez, D., Liu, J. H., Techio, E., Slawuta, P., Zlobina, A., & Cabecinhas, R. (2008). "Remembering" World War II and willingness to fight: Sociocultural factors in the social representation of historical warfare across 22 societies. *Journal of Cross-Cultural Psychology, 39*(4), 373-380.  doi: 10.1177/0022022108316638

D.  Paez, D., Liu, J. H., Techio, E., Slawuta, P., Zlobina, A., & Cabecinhas, R. (2008). Remembering world war II and willingness to fight: Sociocultural factors in the social representation of historical warfare across 22 societies. *Journal of Cross-Cultural Psychology, 39*(4), 373-380.  doi: 10.1177/0022022108316638

Please fill your answer in **Box 7**.   Fill the box with an **"X"**, if none of above is correct.

How would you like to configure its **FIRST in-text reference**?

    A.  (Paez, Liu, Techio, Slawuta, Zlobina, & Cabecinhas, 2008)
    B.  (Paez, Liu, Techio, et al., 2008)
    C.  (Paez, et al., 2008)
    D.  (Paze, 2008)

Please fill your answer in **Box 8**.  Fill the box with an **"X"**, if none of above is correct.

How would you like to configure the **SUBSEQUENT in-text reference**?

    A.  (Paez, Liu, Techio, Slawuta, Zlobina, & Cabecinhas, 2008)
    B.  (Paez, Liu, Techio, et al., 2008)
    C.  (Paez, et al., 2008)
    D.  (Paze, 2008)

Please fill your answer in **Box 9**.  Fill the box with an **"X"**, if none of above is correct.

*Rethinking University* is an article written by **Lawrence Watt** and posted on **New Zealand Herald** on **12 August 2016**.  (Please see the image below.)   This article can be found here: http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11692461



If you would like to use the information from this article, how would you like to configure **the reference list**?

A.  New Zealand Herald (12 August 2016). *Rethinking university*.  Retrieved from http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11692461

B.  New Zealand Herald (2016, August 12). *Rethinking university*.  Retrieved from http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11692461

C.  Watt, L. (12 August 2016).  Rethinking university.  *New Zealand Herald*.   Retrieved from http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11692461

D.  Watt, L. (2016, August 12). Rethinking university. *New Zealand Herald*.   Retrieved from http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11692461

Please fill your answer in **Box 10**.  Fill the box with an **"X"**, if none of the above is correct.

In Lawrence's article, she mentioned **Professor Kourosh Kayvani**.   Professor Kayvani, the director of management consultancy firm Aurecon, posted his blogpost - *Are our universities at risk of becoming irrelevant* - on **Just Imagine**, the blog site of Aurecon Group on **19th day of April 2016**, which can be accessed from here:
http://justimagine.aurecongroup.com/universities-risk-becoming-irrelevant/
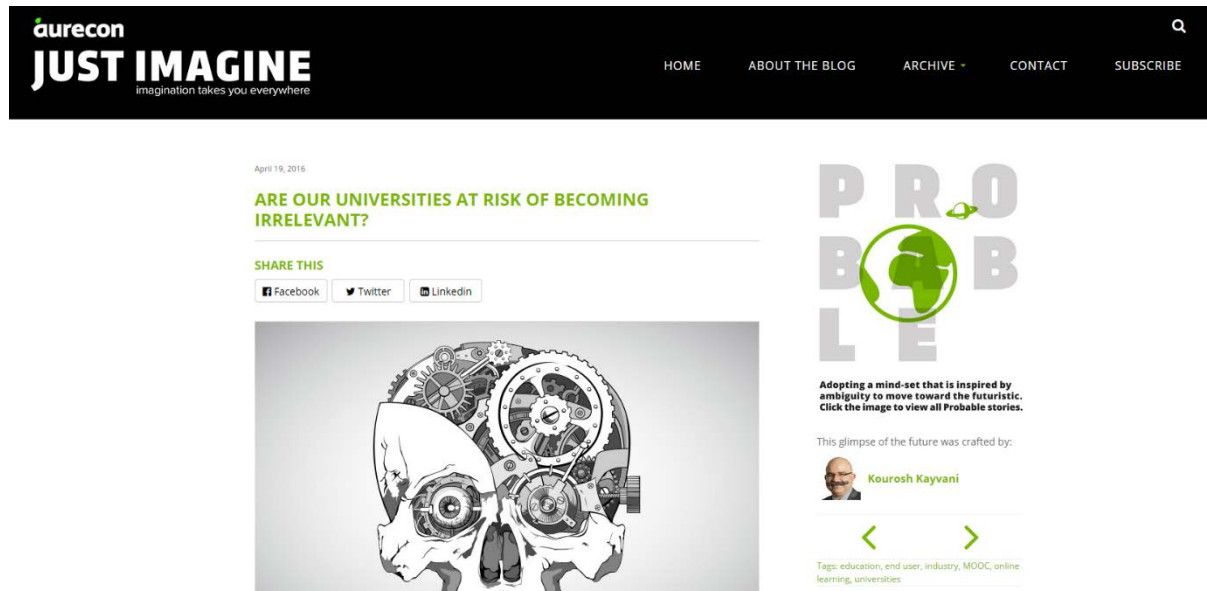


If you'd like to cite Professor Kourosh Kayvani's **blogpost**, how would you like to configure **the reference list**?

   A.  Kayvani, K. (2016, April 19). *Are our universities at risk of becoming irrelevant?* Retrieved from http://justimagine.aurecongroup.com/universities-risk-becoming-irrelevant/

   B.  Kayvani, K. (2016, April 19). Are our universities at risk of becoming irrelevant? *Just Imagine*.  Retrieved from http://justimagine.aurecongroup.com/universities-risk-becoming-irrelevant/

   C.  Kayvani, K. (2016, April 19). Are our universities at risk of becoming irrelevant? [Web log post].  Retrieved from http://justimagine.aurecongroup.com/universities-risk-becoming-irrelevant/

   D.  Kayvani, K. (2016, April 19). *Are our universities at risk of becoming irrelevant*? [Web log post].   Retrieved from http://justimagine.aurecongroup.com/universities-risk-becoming-irrelevant/

Please fill your answer in **Box 11**.  Fill the box with an **"X"**, if none of the above is correct.

One audience "**Owen**" (no full name available) replied Professor Kourosh Kayvani's blogpost on **20th day of April 2016**. The URL address is the same to Professor Kayvani's blogpost.



Owen
April 20, 2016 at 6:29 pm

Reply

Just like creativity cannot be commoditised, a good teacher cannot be mechanised either. Education is not only about knowledge, it is about the art of creating inquiring minds. My own education at university went a little way to increasing my knowledge, by far the most important thing university did for me was to teach me how to think. In our quest for innovation, which is about creativity, inquiry, and knowledge, we need be wary of ubiquitous solutions just because they are there. Not every training course on the internet is good or valuable, the trick is to look for quality and this requires experience and vision. Add an experienced guiding hand and this might be where our universities find their sweet spot in the future. Just a thought.

Dr Kourosh Kayvani
April 27, 2016 at 11:32 am

Reply

Great comments. I believe one key role of an educator in the digital age is to help students navigate through oceans of content of highly variable quality available online.

If you'd like to cite Owen's **response** to Professor Kayvani's blogpost, how would you like to configure **the reference list**?

A. Owen. (2016, April 20). RE: Kayvani, K. (2016, April 19). Are our universities at risk of becoming irrelevant? [Web log comment]. Retrieved from http://justimagine.aurecongroup.com/universities-risk-becoming-irrelevant/

B. Owen. (2016, April 20). RE: Are our universities at risk of becoming irrelevant? [Web log comment]. Retrieved from http://justimagine.aurecongroup.com/universities-risk-becoming-irrelevant/

C. Owen. (2016, April 20). RE: Are our universities at risk of becoming irrelevant? *Just Imagine*. Retrieved from http://justimagine.aurecongroup.com/universities-risk-becoming-irrelevant/

D. Owen. (2016, April 20). *Are our universities at risk of becoming irrelevant*? Retrieved from http://justimagine.aurecongroup.com/universities-risk-becoming-irrelevant/

Please fill your answer in **Box 12**. Fill the box with an **"X"**, if none of the above is correct.

Suppose you found this article - **time perception** - from **Encyclopaedia Britannica online** on **2 September 2016**.   This article was written by **Paul Fraisse** and **Louis Jolyon West**. This article is avialable here: https://www.britannica.com/topic/time-perception.



At the bottom of the webpage, you also found the **publication information** shown below.



How would you like to configure **the reference list**?

   A.  Fraisse, P., & West, L. (2016). Time perception.  *Encyclopaedia Britannica online*. Retrieved from https://www.britannica.com/topic/time-perception

   B.  Fraisse, P., & West, L. (2016). Time perception.  In *Encyclopaedia Britannica online*. Retrieved from https://www.britannica.com/topic/time-perception

   C.  Fraisse, P., & West, L. (2016).  *Time perception*.  Retreived September 2, 2016, from https://www.britannica.com/topic/time-perception

   D.  Encyclopaedia Britannica. (2016). *Time perception*.  Retrieved September 2,  2016, from https://www.britannica.com/topic/time-perception

Please fill your answer in **Box 13**.  Fill the box with an **"X"**, if none of the above is correct.

This article - **Temperament** - is also from **Encyclopaedia Britannica online**, but no specific author's name is avaiable.   Please see:   https://www.britannica.com/topic/temperament



How would you like to configure **the reference list**?

   A.  Editors of Enclypaedia Britannica. (2016). Temperament.  In *Encyclopaedia Britannica online*.  Retreived from https://www.britannica.com/topic/temperament

   B.  Editors of Enclypaedia Britannica. (2016). *Temperament*.  Retreived September 2, 2016, from https://www.britannica.com/topic/temperament

   C.   "Temperament". (2016). In *Encyclopaedia Britannica online*.   Retreived September 2, 2016, from https://www.britannica.com/topic/temperament

   D.  Temperament. (2016).  In *Encyclopaedia Britannica online*.   Retreived September 2, 2016, from https://www.britannica.com/topic/temperament

Please fill your answer in **Box 14**.  Fill the box with an **"X"**, if none of the above is correct.

How would you like to configure **the in-text reference**?

   A.  ("Temperament," 2016)
   B.  (Temperament, 2016)
   C.  (Editors of Enclypaedia Britannica, 2016)
   D.  (Encyclopaedia Britannica Online, 2016)

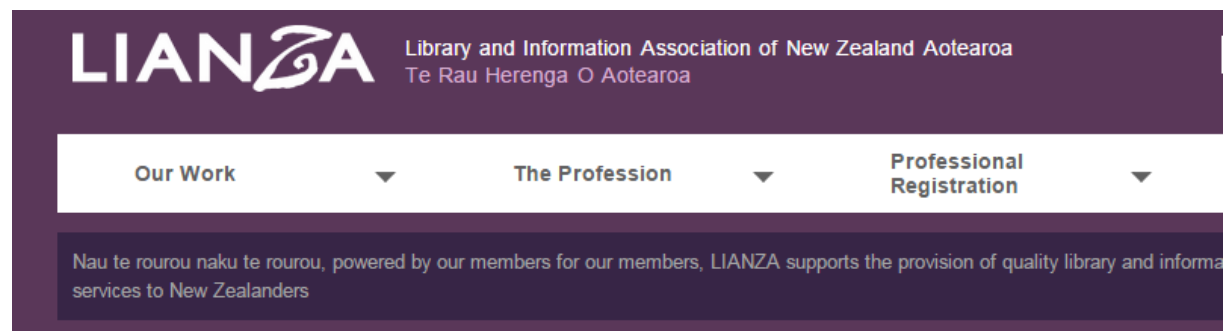Please fill your answer in **Box 15**.  Fill the box with an **"X"**, if none of the above is correct.

The same topic was also available on **Wikipedia, the Free Encyclopedia**, which was written by **multiple authors** and was last updated on **9 June 2016**.

How would you like to configure **the reference list**?

   A.  Wikipedia. (2016, June 9). *Temperament*. Retrieved September 2, 2016, from https://en.wikipedia.org/wiki/Temperament

   B.  Temperament. (2016, June 9). In *Wikipedia, The Free Encylopedia*. Retrieved from https://en.wikipedia.org/wiki/Temperament

   C.  Temperament. (2016, June 9). In *Wikipedia, The Free Encylopedia*. Retrieved September 2, 2016, from https://en.wikipedia.org/wiki/Temperament

   D.  "Temperament". (2016, June 9). In *Wikipedia, The Free Encylopedia*. Retrieved September 2, 2016, from https://en.wikipedia.org/wiki/Temperament

Please fill your answer in **Box 16**. Fill the box with an **"X"**, if none of the above is correct.

LIANZA
Library and Information Association of New Zealand Aotearoa
Te Rau Herenga O Aotearoa

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Nau te rourou naku te rourou, powered by our members for our members, LIANZA supports the provision of quality library and informa... services to New Zealanders

Home > Louise Valier-D'Abate - What's new in online resources for the humanities and social sciences

# Louise Valier-D'Abate - What's new in online resources for the humanities and social sciences

Louise Valier-D'Abate conducts her presentation to the 2014 LIANZA conference in Auckland on the new services being provided to the humanities.

**Download files**

⬇ Valier-D-Abate_L_Whats_new_in_online_resources.pptx (1.29 MB)
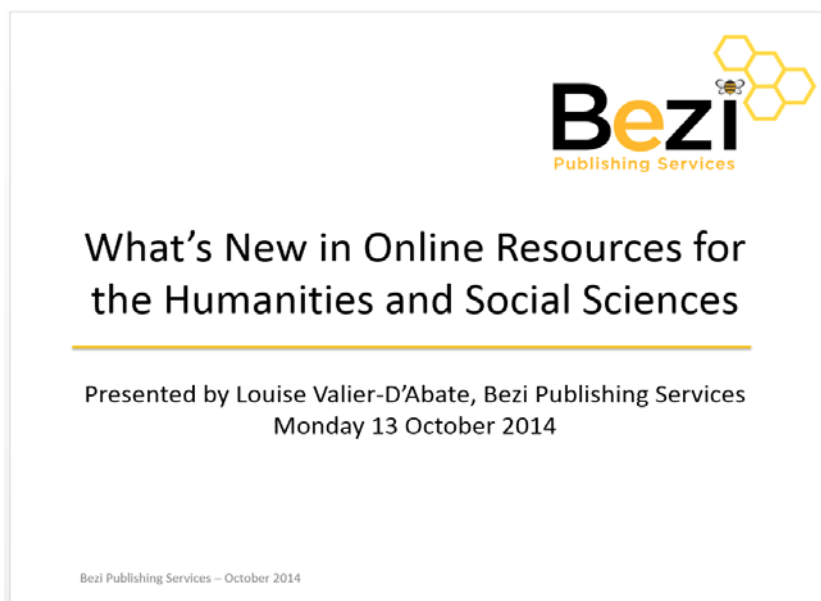⬇ Valier-D-Abate_L_Whats_new_in_online_resources.pdf (1.13 MB)

**Louise Valier-D'Abate** conducted a **presentation** - *What's new in online resources for the humanities and social sciences* - at the Library and Information Associaiton of New Zealand Aoteara (LIANZA) **Annual Conference** on **13 October 2014** in **Auckland, New Zealand**. Louise's presenation **powerpoint** is available at LIANZA website, but her conference paper has **NOT** been published anywhere else (including online).

Suppose you **attended that conference** and you'd like to use the information from Louise's presentation, how would you like to configure **the reference list**:

A. Valier-D'Abate, L. (2014).  *What's new in online resources for the humanities and social sciences*.  Paper presented at the Library and Information Associaiton of New Zealand Aoteara 2014 Annual Conference, 13 October 2014, Auckland, New Zealand.  Retrieved from http://www.lianza.org.nz/louise-valier-dabate-whats-new-online-resources-humanities-and-social-sciences

B. Valier-D'Abate, L. (2014, October 13).  *What's new in online resources for the humanities and social sciences*.  Paper presented at the Library and Information Associaiton of New Zealand Aoteara 2014 Annual Conference, Auckland, New Zealand.  Retrieved from http://www.lianza.org.nz/louise-valier-dabate-whats-new-online-resources-humanities-and-social-sciences

C. Valier-D'Abate, L. (2014, October 13).  *What's new in online resources for the humanities and social sciences*.  Paper presented at the Library and Information Associaiton of New Zealand Aoteara 2014 Annual Conference, Auckland, New Zealand.

D. Valier-D'Abate, L. (2014).  *What's new in online resources for the humanities and social sciences*.  Paper presented at the Library and Information Associaiton of New Zealand Aoteara 2014 Annual Conference, 13 October 2014, Auckland, New Zealand.

Please fill your answer in **Box 17**.  Fill the box with an **"X"**, if none of the above is correct.

The image below is the first **PowerPoint slide** for Louise's presentation **downloaded** from the LIANZA website.



If you would like to use information from the **PowerPoint**, how would you like to configure **the reference list**?

A.  Valier-D'Abate, L. (2014).  *What's new in online resources for the humanities and social sciences* [PowerPoint slides].  Retrieved from http://www.lianza.org.nz/sites/default/files/Valier-D-Abate_L_Whats_new_in_online_resources.pdf

B.  Valier-D'Abate, L. (2014).  *What's new in online resources for the humanities and social sciences* [PowerPoint slides].  Paper presented at the LIANZA 2014 Annual Conference, 13 October 2014, Auckland, New Zealand.  Retrieved from http://www.lianza.org.nz/sites/default/files/Valier-D-Abate_L_Whats_new_in_online_resources.pdf

C.  Valier-D'Abate, L. (2014, October 13).  *What's new in online resources for the humanities and social sciences* [PowerPoint slides].  Paper presented at the LIANZA 2014 Annual Conference, Auckland, New Zealand.   Retrieved from http://www.lianza.org.nz/sites/default/files/Valier-D-Abate_L_Whats_new_in_online_resources.pdf

D.  Valier-D'Abate, L. (2014).  *What's new in online resources for the humanities and social sciences* [PowerPoint slides].   Retrieved from the Library and Information Associaiton of New Zealand Aoteara website: http://www.lianza.org.nz/sites/default/files/Valier-D-Abate_L_Whats_new_in_online_resources.pdf

Please fill your answer in **Box 18**.  Fill the box with an **"X"**, if none of the above is correct.
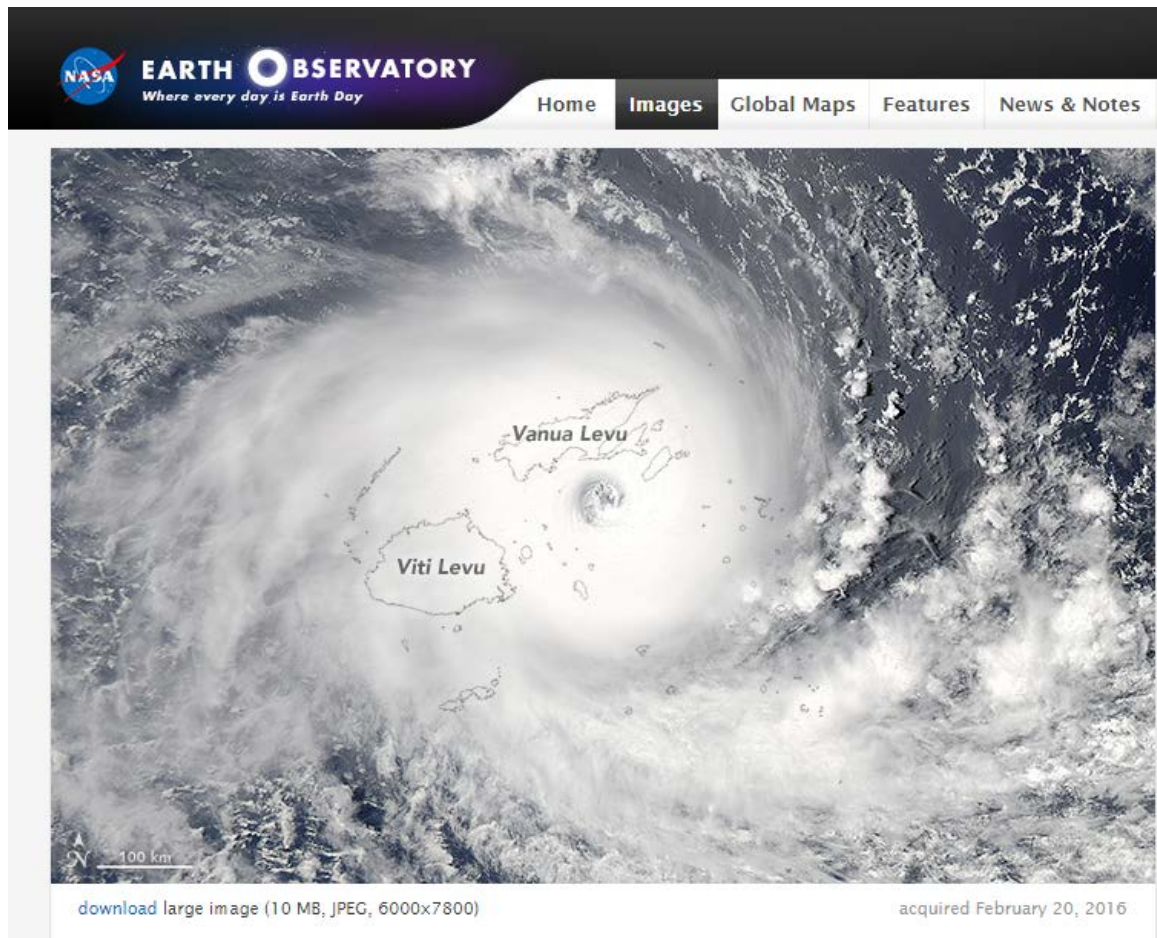
This **satellite image** – Cyclone Winston slams into Fiji – was taken by **National Aeronautics and Space Administration** commonly abbreviated as **NASA**, on **20 February 2016**. If you would like to cite this satellite image, how would you like to configure **the reference list**?

A. National Aeronautics and Space Administration. (2016, February 20). *Cyclone Winston slams into Fiji* [Satellite image]. Retrieved from National Aeronautics and Space Administration website: http://earthobservatory.nasa.gov/NaturalHazards/view.php?id=87562

B. National Aeronautics and Space Administration. (2016, February 20). Cyclone Winston slams into Fiji [Satellite image]. Retrieved from National Aeronautics and Space Administration website: http://earthobservatory.nasa.gov/NaturalHazards/view.php?id=87562

C. NASA. (2016, February 20). *Cyclone Winston slams into Fiji* [Satellite image]. Retrieved from http://earthobservatory.nasa.gov/NaturalHazards/view.php?id=87562

D. NASA. (2016, February 20). Cyclone Winston slams into Fiji [Satellite image]. Retrieved from http://earthobservatory.nasa.gov/NaturalHazards/view.php?id=87562

Please fill your answer in **Box 19**. Fill the box with an **"X"**, if none of the above is correct.

How would you like to configure **the FIRST and SUBSEQUENT in-text citation?**

    A.  the first and subsequent in-text citation are **the same** - (National Aeronautics and Space Administration [NASA], 2016)

    B.  the first and subsequent in-text citation are **the same** - (NASA, 2016)

    C.  First in-text citation - (National Aeronautics and Space Administration [NASA], 2016) / Subsequent in-text citation - (NASA, 2016)

    D.  First in-text citation - (NASA, 2016) / Subsequent in-text citation - (National Aeronautics and Space Administration [NASA], 2016)

Please fill your answer in **Box 20**.  Fill the box with an **"X",** if none of the above is correct.

If you would like to use the data from the following source, which appeared on **page 6** of the *New Zealand Annual Climate Summary 2015* published by **National Institute of Water and Atmosphere** commonly known as **NIWA** in **January 2016**, how would you like to configure **the reference list**?

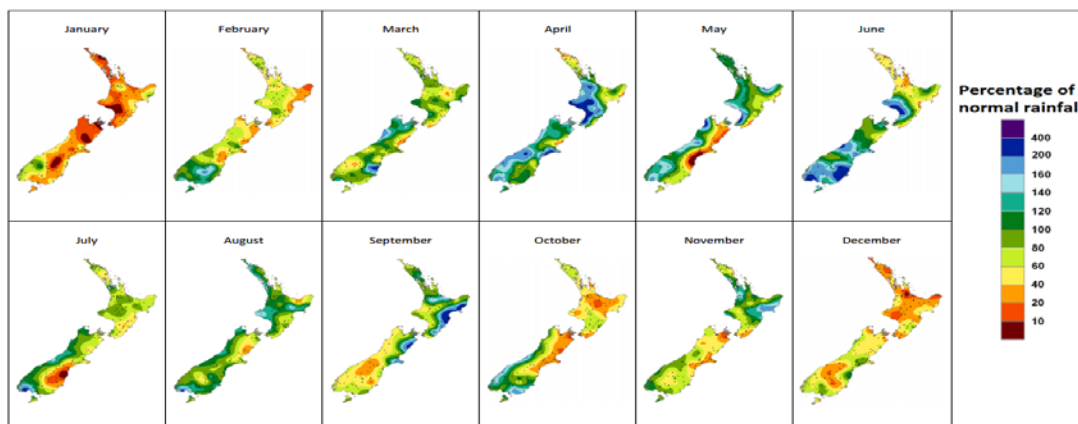Section 2: Monthly rainfall (as a percentage of the 1981-2010 monthly normals).



Figure 1: Monthly rainfall as a percentage of the 1981-2010 monthly normals for each month of 2015.

6

A. National Institute of Water and Atmosphere. (2016). *Monthly rainfall as a percentage of the 1981-2010 monthly normals for each month of 2015* [Chart]. Retrieved from National Institute of Water and Atmosphere website: https://www.niwa.co.nz/sites/niwa.co.nz/files/2015_Annual_Climate_Summary_Final .pdf

B. National Institute of Water and Atmosphere. (2016). *Monthly rainfall as a percentage of the 1981-2010 monthly normals for each month of 2015* [Map]. Retrieved from National Institute of Water and Atmosphere website: https://www.niwa.co.nz/sites/niwa.co.nz/files/2015_Annual_Climate_Summary_Final .pdf

C. National Institute of Water and Atmosphere. (2016). Monthly rainfall as a percentage of the 1981-2010 monthly normals for each month of 2015 [Chart]. In *New Zealand Annual Climate Summary 2015*. Retrieved from National Institute of Water and Atmosphere website: https://www.niwa.co.nz/sites/niwa.co.nz/files/2015_Annual_Climate_Summary_Final .pdf

D. National Institute of Water and Atmosphere. (2016). Monthly rainfall as a percentage of the 1981-2010 monthly normals for each month of 2015 [Map]. In *New Zealand Annual Climate Summary 2015*. Retrieved from National Institute of Water and Atmosphere website: https://www.niwa.co.nz/sites/niwa.co.nz/files/2015_Annual_Climate_Summary_Final .pdf

Please fill your answer in **Box 21**. Fill the box with an **"X"**, if none of the above is correct.

The **Resource Management Act 1991** came into being in **1991**.  Ever since, this piece of legislation has been amended for a number of times.  Its latest version was reprinted as at **5th day of July 2016**.  Suppose you found the latest version on the **Parliament Counsel Office** website.  (Please check the screenshots below.)

How would you like to configure **the reference list** for this piece of legislature?

    A. Resource Management Act, New Zealand Statutes. (1991). Retrieved August 29, 2016, from http://www.legislation.govt.nz/act/public/1991/0069/latest/whole.html#DLM231915

    B. Resource Management Act 1991, New Zealand Statutes. (2016, July 5). Retrieved from http://www.legislation.govt.nz/act/public/1991/0069/latest/whole.html#DLM231915

    C. Parliament Counsel Office. (2016, July 5). *Resource Management Act 1991, New Zealand Statutes*. Retrieved from http://www.legislation.govt.nz/act/public/1991/0069/latest/whole.html#DLM231915

    D. Parliament Counsel Office. (1991). *Resource Management Act, New Zealand Statutes*. Retrieved from http://www.legislation.govt.nz/act/public/1991/0069/latest/whole.html#DLM231915

Please fill your answer in **Box 22**. Fill the box with an **"X"**, if none of the above is correct.

How would you like to configure **the in-text reference** for this piece of legislature?

    A. Parliament Counsel Office (2016)
    B. Parliament Counsel Office (1991)
    C. Resource Management Act 1991 (2016)
    D. Resource Management Act (1991)

Please fill your answer in **Box 23**. Fill the box with an **"X"**, if none of the above is correct.

**WOWstockfootage**, an Auckland-based business, uploaded a video clip onto **YouTube** on **2 April 2011**.   The footage was produced by **WOWstockfootage** and the song was sung by **Cindy Ruakere**.  (Please check the screenshots below)
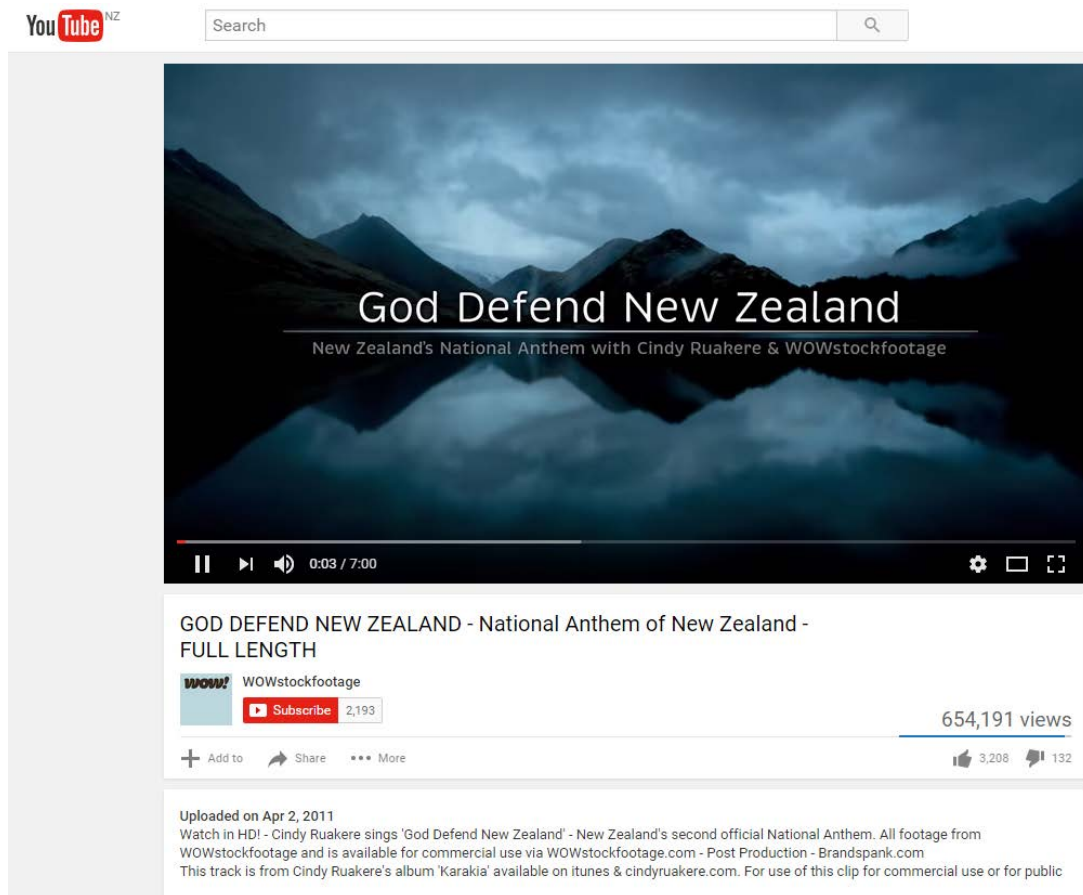


If you would like to cite this video clip, how would you configure **the reference list**?

A.  WOWstockfootage. (2011, April 2).  God defend New Zealand: New Zealand's nation anthem with Cindy Ruakere & WOWstockfootage [Video file].  Retrieved from https://www.youtube.com/watch?v=_dPcj_aC8fk.

B.  WOWstockfootage. (2011, April 2).  *God defend New Zealand: New Zealand's nation anthem with Cindy Ruakere & WOWstockfootage* [Video file].  Retrieved from https://www.youtube.com/watch?v=_dPcj_aC8fk

C.  WOWstockfootage. (Producer), & Ruakere, C. (Singer). (2011, April 2).  God defend New Zealand - Nation anthem of New Zealand [Video file].  Retrieved from https://www.youtube.com/watch?v=_dPcj_aC8fk

D.  WOWstockfootage. (Producer), & Ruakere, C. (Singer). (2011, April 2).  *God defend New Zealand - Nation anthem of New Zealand* [Video file].  Retrieved from https://www.youtube.com/watch?v=_dPcj_aC8fk

Please fill your answer in **Box 24**.  Fill the box with an **"X"**, if none of the above is correct.