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Referencing and Documentation Handbook for Students 2023

Table of Contents

Preface.....	1
1. Introduction.....	3
2. Types of Research Papers Students Write at Samtse College of Education.....	6
2.1 Review Paper.....	6
2.2 Project Reports/Dissertations.....	7
3. Ethics of Academic Writing.....	8
3.1 What is plagiarism?.....	8
3.2 Magnitude of Plagiarism.....	9
3.3 Consequences of Plagiarism.....	10
3.4 Criteria of Evaluation.....	11
4. Presentation of Written Assignments.....	11
4.1 Layout.....	11
4.2 Title Page.....	11
5. Referencing and Documentation.....	13
5.1 Why Referencing?.....	13
6. Referencing style.....	14
6.1 What is APA?.....	14
7. Reference Citations In-texts.....	14
8. In text Citations - work by one author to multiple authors.....	17
8.1 One work by one author.....	17
8.2 One work by Two Authors.....	18
8.3 One Work by three or more authors.....	19
8.4 Two or more works within the same parenthesis....	19
8.5 Organisation as Authors.....	20
8.6 Works Discussed in a Secondary Source.....	21
8.7 Works with no author.....	21

8.8	Lecture Notes and slideshows or Online.....	21
9.	Preparing the paper manuscript.....	23
10.	Levels of Headings.....	25
10.1	Manuscript should use from one to five levels of headings.....	26
10.2	Selecting the Levels of Headings.....	26
11.	Tables and Figures.....	28
11.1	List of tables.....	28
11.2	Figures.....	29
12.	Writing a Reference List.....	31
12.1	Forms of References.....	31
13.	Order and Layout of References:.....	44
14.	Arranging a Reference List.....	47

Preface

Learning begins at womb and ends at tomb. A child smiles or turns around when he or she hears familiar voices or sees well-known faces. A dog either wags his or her tail or bark at the sight of an acquainted person. There is no barrier and limit to learning. There would be no ‘Shakespeare’ and ‘Theory of Relativity’ if people had not engaged in scholarly activity before. The faculty and students of educational institutions such as Samtse College of Education (SCE) should involve in scholarly activity as the people and society look at SCE as a knowledge hub. Besides, facts and figures change and to keep pace with the changing demand of people and the environment around new knowledge must be generated.

Engaging in scholarly writing requires one to be reflective, critical and innovative. In addition to using your own experiences and opinions, one needs to draw on the work done by others previously but due credits must be given to other’s work for their contribution. The purpose of this guide book is to provide a standard system for acknowledging others for their contribution to your work. Besides, it will also allow the readers to see immediately from where your information comes from. Failure to acknowledge your sources properly constitutes plagiarism, while doing it properly is a sign of intellectual integrity.

At Samtse College, we would like to promote any form of academic and scholarly writing as much as possible. The courses at the college require students to engage in various form of academic writing. It is hoped that you will make good use of this guide book and uphold professional veracity.

In order to encourage this sound practice, students will be oriented to the guide book during the orientation programme upon joining the college and reinforced in different forums during your study period at the college. Lecturers in various subject areas will also ensure that the students are familiarised with the guidebook. Using it as a part of assessment criteria for written assignment and practicing it in their own written works are some of the ways among others to encourage its use.

Apart from course assignment, all academically oriented written work at SCE will also use the standards specified by the guidebook. Such work comprises periodicals, non-periodicals, etc. produced by the college.

All the lecturers and student at SCE are urged to promote academic integrity by putting the guidebook into proper practice and set a precedence for academic and scholarly culture.

1. Introduction

The aim of this guidebook for referencing and documentation is to standardise the form and style of writing scholarly papers such as assignments and dissertations by students who study courses at the Samtse College of Education. The guidebook is prepared in such a way that it enables the user to learn the standard procedures of documenting sources of information in the text and preparing the list of references at the end of the paper without much confusion. Rules for writing research papers are clearly spelt out under specific sections. The guidelines in this guidebook have been developed in accordance with the rules of referencing and documentation as practice by the American Psychological Association (APA). The APA style has been chosen as it tends to be the most widely used style in literature related to the social sciences. It is advised that in order to make the most effective use of the guidebook, the student should be closely familiar with the contents under all sections and refer to them in cases of doubt.

The section called Types of Research Papers details types of papers students are required to write at the college besides written exams. The kind of papers students write include journal entries, process logs, book reviews, review articles, project reports, and dissertations. The section on Ethics of Academic Writing discusses expectations expected of the students while engaged in a scholarly activity and promote academic integrity. Any breach of academic honesty would lead to plagiarism and will have to bear the consequences.

The section on Reference Citations In-texts provides specific guidelines for documenting in-text citations of a work by a single author and in-text citations of a work by two or more authors. The section also provides instructions for in-text citations of work by groups as authors (such as corporations, government agencies, study groups, associations, etc.). A useful features of this section consists is the relevant examples provided for each major rule for citation. The section also provides examples of in-text documentation of sources other than books, such as newspapers, magazines, journals, and newsletters. The unit on Quotations will be particularly useful to the students, for it explains the difference between direct quotations and indirect quotations and between in-text quotations and block quotations with relevant examples.

The section on Plagiarism, Magnitude of Plagiarism, and Consequences of Plagiarism will alert students on the need to uphold academic integrity and bear the consequences for breaching the principles that governs a writer's practice of his/her profession. The section on Preparing the Paper Manuscripts details the size and quality of paper to be used to type your manuscripts, preferred font size, font face and spacing to be followed to improve readability.

The section called Levels of Headings indicate the organisation of a manuscript and set up of the importance of each topic. All topics of equal importance should have the same level of heading throughout a manuscript. Each section should start out with the highest level of headings (i.e., Level 1). The section on Tables and Figures will be specifically useful to the student, as it explains the purpose of using Tables and Figures and what they actually represents.

The section entitled Reference List provides specific guidelines for preparing a list of references cited in the text in the form of a reference page at the end of a paper. It provides specific instructions for making entries in the reference list specific to the types of sources used such as periodicals, non-periodicals, databases, websites, online journals, etc. explained with examples. Specific instructions for arranging the entries in the reference list by author are provided under Order and Layout of References. It is followed by more examples of preparing the list of references in respect of the-periodicals, non-periodicals, and electronic media. The students would find it helpful to refer to the list of references provided at the end of the guidebook in cases of doubt regarding the appropriateness of entries in the reference list.

2. Types of Research Papers Students Write at Samtse College of Education

All the courses of the Postgraduate Diploma in Education (PgDE), Bachelor of Arts in Social Work (BA in SW), Postgraduate Diploma in Contemplative Counselling Psychology (PgDCCP), Masters in Education (MEd), and Postgraduate Certificate in Higher Education (PgCHE) programmes at SCE are assessed on a continuous basis. Besides written exams, students also write a number of a major and minor assignments in the form of journal entries, process logs, book reviews, review articles, project reports or dissertations. The latter two are considered formal academic writing and comprise the most common mode of assessment.

2.1 Review Paper

A review paper will require the students to do critical evaluations of the state of knowledge in a particular area of discipline. In other words, a review paper analyses literature that already exists on a specific subject. The writer's concern in it will mainly be to organise and synthesise previously published work and put it in a specific conceptual perspective that derives from his or her understanding. For instance, a review paper may require students to analyse and synthesise the existing literature on Value Education and put the result of this critical study in specific conceptual perspective. A review paper may also require the students to evaluate existing literature and discuss a specific point of view in the light of its strengths and weaknesses. For example, a review paper with an evaluative focus may require student to study the

existing literature on environmental conservation in Bhutan or preservation of cultural antiquities in Bhutan and discuss a particular point of view in the light of its strengths and weaknesses. It is important for the students to remember that a review paper is not an annotated bibliography. On the other hand, it attempts to draw the reader's attention to the current state of knowledge in a specific field.

In a review paper the writer's focus should be to:

- i. Define and clarify a problem;
- ii. Summarise previous studies so as to inform the reader of the existing state of knowledge in a particular field;
- iii. Identify relationships, contradictions, gaps, inconsistencies in the literature; and
- iv. Recommend steps for solving a problem discussed in the studies.

(Canter, 1993.p.46).

2.2 Project Reports/Dissertations

They are written in the form of reports on original research conducted on any specific subject. Some examples of potential areas of empirical study are: The economy of apple farming in Paro, The food manufacturing process in Bhutan Fruits Products Limited at Samtse, The impact of Television on Bhutanese youth, The influence of parents' educational background on the children's performance of physics, and so on. The different sections of the empirical study paper should generally correspond to the different stages of the research paper.

The section will include the following:

- i. Introduction describing the research problem and a statement of the study conducted;

- ii. The methodology used to describe how the study was conducted;
- iii. Report on the results that were found by the study;
- iv. Discussion and interpretation of the data and their implications to the discipline; and
- v. Conclusion.

3. Ethics of Academic Writing

The word ethics means the study of the moral value of human behavior and of the rules and principles that should govern it. As in other professions, in writing too there are a number of conventionalised rules, principles or expectations that governs a writer's practice of his/her profession. A violation of conduct through the act of claiming someone else's thoughts, ideas and language as one's own, the writers will have to bear the consequences. This is violation of the writer's code of conduct and is known as plagiarism.

3.1 What is plagiarism?

According to Shea and Whitla (2001):

Plagiarism is presenting work as your own that originates from some other source, which you have not acknowledged. It is an offence against academic honesty and is a breach of professionalism. As in any profession, there is a code of ethics for students, which demands that when using someone else's words or ideas you must acknowledge them. Sometimes students fall into plagiarism through carelessness. By neglecting to make clear when taking notes from books or articles where the quoted

material ends and where their commentary on that material begins; hence, it is important to make careful notes that distinguish between other's words and your own (pp.242-243).

According to the Merriam-Webster (2008), to “plagiarise” means

- i. to steal and pass off the ideas or words of other as one's own;
- ii. to use other's production without crediting the source;
- iii. to commit literary theft; and
- iv. to present others words and ideas as new and original idea.

In the nutshell, plagiarism is an act of fraud. It involves stealing someone else's work and claiming it to be yours. Any expression of original ideas and original inventions is considered intellectual property, and is protected by copyright laws. Almost all forms of expression and inventions fall under copyright protection as long as they are recorded in some way (such as a book or a computer file).

3.2 Magnitude of Plagiarism

According to Shea and Whitla (2002) “Plagiarism can include entire papers, paragraphs, sentences, phrases, lap results, statistics, and graphics. The sources can include books and articles, encyclopedias, the Internet, or your friend's work” (pp. 242-243).

Besides, plagiarism also constitute host of other things such as:

- i. turning in someone else's work (text, graphs, pictures, data, etc) as your own;
- ii. copying words or ideas from someone else without giving

- credit;
- iii. giving incorrect information about the source of a quotation;
 - iv. changing words but copying the sentence structure of a source without acknowledging the source; and
 - v. copying so many words or ideas from a source that makes up the majority of your work, whether you give credit or not.
- (Merriam- Webster online Dictionary, 2008)

3.3 Consequences of Plagiarism

August Wilson, American playwright and poet, twice winner of the Pulitzer Prize dropped out of school in the ninth grade under a heavy psychological burden of being accused for plagiarism by one of his teachers (the teacher's accusation was based on the fact that young Wilson's academic writings were too good for a black student!). It is important that the student understands well what the act plagiarism looks like.

SCE considers an act of plagiarism committed by a student in writing assignment, be it review paper, project report, or dissertation, a serious academic offence, a breach of professional ethics; and if detected, can result in very unpleasant consequences, ranging from serious reprimands to failure in the concerned course module or having to re-do the paper.

3.4 Criteria of Evaluation

Referencing and documentation will be among the important criteria of assessment of research papers. It is expected that the module tutors state this clearly when the class is assigned a research paper.

4. Presentation of Written Assignments

4.1 Layout

All written assignments – review papers, project reports, or dissertation must have a professional appearance. Hence, any paper submitted as a course requirement must have a commonly accepted layout, which includes:

- i. Title and title page
- ii. Contents (in case of the major paper)
- iii. Introduction
- iv. Method (in case of an empirical study)
- v. Results (in case of an empirical study)
- vi. Discussion/ Conclusion
- vii. References
- viii. Appendices (if any)



4.2 Title Page

All the research papers at SCE should have a title page whose front side will include the full title of the paper or project report (e.g., Electroplating of an object with copper metal), authors name (e.g., Jamyang Lotey), his/her course for which the assignment is written in parentheses (e.g., PgDE A), and institutional Affiliation (Samtse College of Education, Samtse), without writing the words “Title”, “Author”, “Course”, and “Institutional Affiliation”. They should be written in the sequence thus indicated, written one below the other running down the middle of the page. The bottom right corner of the title page will include the course title (e.g., Electrochemistry), subject code (e.g., CHE 4309), the tutors name (e.g., Mr. Sonam Galay), and the date of submission (e.g., September 11,

2008), without writing the words “Course title”, “subject code”, “Tutors name”, and “Date of submission”. A sample title page is provided below (Figure 1). Please look at it before you prepare the title page of your research/ assignment paper.

Figure 1

Sample Title Page

 <p>Royal University of Bhutan</p>	<p>འབྲུག་རྒྱལ་འཛིན་གཞན་ལག་སྐོབ་སྤེ། SAMTSE COLLEGE OF EDUCATION</p>	 <p>Samtse College of Education</p>
<p>Electroplating of an object with copper metal Jamyang Lotey (PgDE A) Samtse College of Education Samtse (Royal University of Bhutan)</p>		
<p>CHE4309 Electrochemistry Mr. Sonam Galay September 11, 2020</p>		

5. Referencing and Documentation

The guidebook provides clearly spelt-out rules of referencing and documentation. References refer to the list of books, magazines, journals, online journals, websites, newsletter, etc. referred to by the author in writing her/his research paper, added to the last page of the essay and arranged alphabetically by the author's or editor's last name. Documentation in academic writing refers to the professional practices of acknowledging in a clear and consistent form all the sources of information and ideas used by the writer in her/his research paper. It is advised that the student becomes intimately familiar with the guidelines and practical suggestions offered under the Reference Citation In-text and Reference List sections of the guidebook before she/he begins to write the research paper.

5.1 Why Referencing?

Referencing is an essential part of academic communication. It serves several important purposes by:

- i. Supporting claims, arguments, and assertions in your work.
- ii. Showing evidence of reading and research.
- iii. Giving credit to the authors of any material that you have referred to in your work.
- iv. Helping readers find the sources of information you have cited.
- v. Ensuring academic integrity and avoiding accusations of plagiarism.

The referencing style of the American Psychological Association, or APA, is based on the Publication Manual of the American Psychological Association (7th ed., 2020).

6. Referencing styles

There are various types of referencing styles such as:

- i. APA - American Psychological Association
- ii. Harvard Style
- iii. CBE - Council of Biology Editions
- iv. Chicago (Turabian)
- v. MLA – Michigan Language Association
- vi. Oxford
- vii. Vancouver
- viii. British Standard

6.1 What is APA?

APA stands for American Psychological Association. Early versions of the publication manual were intended exclusively for psychology. Later APA was republished for a much wider audience- which later became a major guide for writers, editors, students, and publishers.

7. Reference Citations In-texts

Academic writings usually require some form of literature research, and citing ideas and information from the sources researched. The work you researched can be documented in your text by citing the author's last name and the date of publication. This style of citation helps the readers to identify the source and enables them to locate the source of information in the alphabetical reference list at the end of your work.

7.1 Quotation

When citing from other sources, we either quote them directly or paraphrase in your own words while maintaining the same meaning. In the following session, we will look at some of the ways of quoting or reporting while documenting the sources used at the same time.

7.1.1 Direct Quotation

Reproducing materials word to word from other's work or from one's own previously published work. For direct quotation always provide author, year and specific page number. Some of the ways of acknowledging your sources when making direct quotation are given below.

7.1.1.1 Quotation shorter than 40 words

Quotations shorter than forty words are enclosed in double quotation marks and are usually a part of the narrative:

Solverson (1992) states that education in Bhutan aims “To prepare every student to take a more mature and responsible, loyal and intelligent part in the new society that is being created” (p.12).

7.1.1.2 Quotation more than 40 words

Quotation longer than forty words should be displayed in a freestanding block of type written lines, and omit quotation marks. Start a block quotation on a new line, and indent it five spaces from the left margin. Type subsequent lines flushed with the indent.

The promotion of the Dzongkhag is more than any means of communication. It is a complex phenomenon that is inseparable from intellectual and psychological processes related to ways in which we organize and express our thoughts. Our language is the way in which we identify ourselves and distinguish ourselves from others.

(Planning Commission, 2000, p.20)

7.1.2 Indirect Quotation

Paraphrasing or referring to an idea from another work but not directly quoting the material, you only have to make reference to the author and year of publication in your in-text reference to the author and year of publication in your in-text reference. When paraphrasing another person's words, whether they be the ideas conveyed in two pages of a book or to sentences from a passage, you must also acknowledge the source. This can be done in a variety of ways, one of which is to precede the paraphrased section with a general phrase, such as:

Mehra (1974) argued that Bhutanese are one people who are self-disciplined, loyal and dedicated to authority.

Some of the phrases that can be used in paraphrasing other's ideas are:

- i. Aris (1995) believes that.....
- ii. Zeppa (1999) states that.....
- iii. Rinchen (2001) posits that.....
- iv. Gyatsho et al. (2004) are of the opinion.....
- v. Wangdi (2007) argued that.....
- vi. Dorji and Rinchen (2020) assert that

For indirect quotation always provide author, year and include a complete reference in the reference list but no quotation marks and page number.

8. In text Citations - work by one author to multiple authors

8.1 One work by one author

Use the author date method of citation by inserting within the text the surname of the author and the year of publication in parentheses, if the name of the author appears as part of the narrative, as in the example below:

Mehra (1974) argued that Bhutanese are one people who are self-disciplined, loyal and dedicated to authority. Otherwise, place both the name and year in parentheses separated by a comma. For example:

A study conducted in Bhutan found that Bhutanese are self-disciplined, loyal and dedicated to authority (Mehra, 1974).

Within a paragraph, you need not include the year in subsequent references to study as long as the study cannot be

confused with other studies cited as shown below:

In a study on the origins of monarchy in Bhutan, Aris (1994) describes Bhutan's political scenario prior to the establishment of the monarchy and the rise of Trongsa Penlop. Aris' opinion that Zhabdrung came to Bhutan in 1616 as a political refugee is hardly an agreeable statement to many devout Bhutanese.

8.2 One work by Two Authors

This refers to the work done by two authors. In case of two authors citation in running text, join the names by word "and". In parenthetical material, in tables and captions and in the reference list, connect the names by an ampersand "&" as indicated in the following examples:

Jamtsho and Rinchen (2008) demonstrated that.....

... this point is further examined in (Jamtsho & Rinchen, 2008).

Effective helpers are those who see and demonstrate helping skills as a way of life (Peterson & Nisenholz, 1999)

8.3 One Work by three or more authors

When a work has three or more authors, cite only the surname of the first author followed by "et al." and the year. (However, in the reference list all the surnames and the initials of the all the authors should be included up to 20 authors). However, when there are 21 or more authors, include the names of the first 19 authors in your reference list, followed by "... " and then the name of the final author.

Choden et al. (2003) argue that

In turn girls develop low self-esteem (Choden et al., 2001, p. 32)

8.4 Two or more works within the same parenthesis

Two or more works by different authors with different publication dates supporting the same idea can be cited in the same parenthesis in alphabetical order. Separate the citations by semicolons.

The masculinisation of science subjects...as a result few girls choose science profession (Keeler, 1985; Kelly, 1987; Versey, 1990).

According to Keeler (1985), Kelly (1987) and Versey (1990), the masculinisation of science subjects...as a result few girls choose science profession.

8.5 Organisation as Authors

Collective work of a group (e.g., corporations, government agencies, study groups, and associations) where the names of the groups serve as authors are usually spelled out each time they appear in a text citation. However, if the name is too long and cumbersome we may shorten the name by using its abbreviation in the second and subsequent citations but the abbreviation must be familiar. If the name is too short or if the abbreviation would not be readily understandable, write out the name each time it occurs.

Example 1 (First text citation):

According to Curriculum and Professional Support Section [CAPSS] (1999) continuous assessment helps teacher to understand the needs of children, find their weakness and provide remedial help.

The earlier transactions used in Bhutan were in rupees and paise. The Ngultrums and Chetrums were released on the 6th of April, 1974 (Bank of Bhutan [BOB], 1993).

Example 2 (Subsequent text citations):

The Bank financed Druk Air Corporation a loan of Nu. 600,000000.00 for the purchase of its second aircraft from British Aerospace (BOB, 1993)

CAPSS (1999) also envisage continuous assessment to gradually replace the current system of one-shot examinations....

8.6 Works Discussed in a Secondary Source

Given the secondary source in the reference list; in the text, name the original work, and give a citation for the secondary source. For example, if Zam's work is cited by Rinchen through Dolkar (2000) without reading the original work, list Dolkar (2000) in the reference. In the text use the following citation:

According to Zam, "You cannot be what you are what you are rusts while being what you are not" (as cited in Dolkar, 2000).

8.7 Works with no author

When the work has no author, cite the first few words of the reference list entry (usually the title) and the year. Use double quotation marks around the title of an article or chapter, and italicize or underline the title of the book, brochure, or report.

On remaining fit ("Health Guide Book," 2007) suggests.....

The Book *College Sports Programme* (2001) states.....

8.8 Lecture Notes and slideshows or Online

If you use lecture notes and PPT slides provided by the tutor in your work, cite surname of tutor and the year in which the note was provided but include the title of the note and the college affiliated to under the reference list. Identify the work as *lecture notes or PPT slides* in brackets after the title. If the notes are retrieved from online provide URL in the reference list.

For example;

Lecture notes, slideshows Print or Online

In-text:

Penjor (2020) (Penjor, 2020)

Dorji (2019) (Dorji, 2019)

Reference List:

Author, A. (Year). Title [Type of resource]. University Name. URL

Dorji, K. (2019). *Life cycle of a butterfly* [BIO205 lecture notes]. SCE.

Dorji, K. (2019). *Life cycle of a butterfly* [BIO205 lecture notes]. SCE. <https://www.sce.vle.edu.bt>

Penjor, T. (2020). *Lecture 4: Electricity and magnetism* [PHY205 PowerPoint slides]. SCE.

Penjor, T. (2020). *Lecture 4: Electricity and magnetism* [PHY205 PowerPoint slides]. SCE. <https://www.sce.vle.edu.bt>

9. Preparing the paper manuscript

9.1 Paper size

Type manuscript on both sides of the paper. The standard size of the paper should be (8.5 x 11 inches [22 x 28 cm]). The paper should be heavy white bond paper and not onion skin or erasable paper.

9.2 Font face

Use Times New Roman as a font face. Most computers have Times New Roman as default settings.

9.3 Font size

The standard size of the manuscript is 12. The word processing programme has 12 points as default settings.

For Example;

The full form of APA is American Psychological Association.
(12 point Times New Roman)

9.4 Spacing

Spacing means leaving gaps between each line of manuscripts. Spacing is maintained to improve readability and reduce eye fatigue. The standard line spacing is 2 or double between the typed lines on the paper manuscript but to save paper we can use one and a half spacing.

Example 1: (2 or double space [Ctrl 2])

The college considers an act of plagiarism committed by a student in writing an assignment a serious academic offence, a breach of professional ethics; and if detected, can result in very unpleasant consequences, ranging from serious reprimands to failure in the concerned course module or having to re-do the paper.

Example 2: (one and a half spacing [Ctrl 5])

The college considers an act of plagiarism committed by a student in writing an assignment a serious academic offence, a breach of professional ethics; and if detected, can result in very unpleasant consequences, ranging from serious reprimands to failure in the concerned course module or having to re-do the paper.

Double space or one and half space between all lines of the manuscript, title, headings, quotations, references, figure captions, and all parts of tables.

9.5 Margins

Maintain a uniform margin of 1 inch (2.54 cm) at the top, bottom, left, and right of every manuscript. In most word processing programmes, margin is set as 1 inch by default.

9.6 Paragraphs

Shift the first line of every paragraph to right by using tab key which is set at 5-7 spaces or 1 inch. Type the remaining text of the manuscript to a uniform left hand margin.

Example

In the first semester the emphasis for B.Ed students is on the personal modules that will enable the student teachers to communicate effectively in Dzongkha and English and acquire ICT related skills.

From the second semester onwards the modules on subjects of specialisation are offered. Most modules are theory-based with practical implications, logically spread within the structure for sound and logical progression from modules being built on learning developed in earlier modules.

10. Levels of Headings

Headings and subheadings indicate the organisation of a manuscript and set up the importance of each topic. They signal what each section is about and allow for easy navigation of the document. APA headings have five possible levels. All topics of equal importance should have the same level of heading throughout a manuscript. Each heading level is formatted differently.

10.1 Manuscript should use from one to five levels of headings

Level	APA Heading Format
1.	Centered, Bold, Title case Begin text on a new line
2	Left-aligned, Bold, Title case Begin text on a new line
3	<i>Left-aligned, Bold, Italic, Title case</i> Begin text on a new line
4	Indented, Bold, Title case, Period. Begin text on the same line
5	<i>Indented, Bold, Italic, Title case, Period.</i> Begin text on the same line

10.2 Selecting the Levels of Headings

All the levels of headings are not required for every article. Example of how the level, position, and arrangement of different levels of headings are assigned below.

Gender and Science Related Career – Title (Level 1)

Introduction

Problem Statement

Significance of the Research



Title (Level 2)

Literature Review – Title (Level 1)

Social Factor

Parental Treatment

Parents Educational Background

Socio-economic Status of Parents



Title (Level 2)

Title (Level 3)

Curriculum

Textbook



Title (Level 2)

Title (Level 3)

Illustration.

Language.

Content.

Textbooks by Bhutanese authors.

Textbooks by Foreign Authors.



Title (Level 4)



Title (Level 5)

Method – Title (Level 1)

Sampling Method

Procedure

Tools

Data analysis



Title (Level 2)

11. Tables and Figures

Tables and figures enable writers to present a large amount of information efficiently and to make their data more comprehensible.

A table usually represent numerical values (e.g., means and standard deviations) and/or textual information (e.g., lists of stimulus words, responses from participants) arranged in columns and rows.

A figure may represent a chart, graph, photograph, drawing, plot, infographic, or any other illustration that is not a table.

The goal of any table or figure is to help readers comprehend your work. The tables and figures prepared in accordance with APA guidelines help ensure visual displays of the tables and figures are formatted clearly and consistently, thus contributing to the goal of effective communication.

11.1 List of tables

All tables should have table number (e.g., Table 1, Table 2) placed above the table and table title written in bold font. In case of dissertation table number should be based on chapters (such as Table 1.1, Table 1.2 for Chapter 1 and Table 2.1, Table 2.2 for Chapter 2 and so on). Every table should have table name written in italic and placed below the table number. All tables should include column headings. The table body includes all the rows and columns of a table as indicated in Table 1 below)

In case of any note that the author wishes to add to describe the contents of the table that cannot be understood from the table title or body alone, (e.g. definitions of

abbreviations, copyright attribution) should be placed below the table.

Table 1
Variants of Primary Emotions

Emotions	Low intensity variants	Moderate intensity variants	High intensity variants
Satisfaction-Happiness	Content Sanguine Serenity	Cheerful Friendly Enjoyment	Joy Elation Delight
Aversion-Fear	Hesitant Reluctance Shyness	Scared Anxiety Panic	Terror Horror High anxiety
Assertion-Anger	Annoyed Agitated Irritated	Displeased Offended Frustrated	Dislike Disgust Hatred
Disappointment-Sadness	Discouraged Downcast Dispirited	Dismayed Disheartened Resigned	Sorrow Heartsick Anguish

Adapted from Turner (2007)

11.2 Figures

All types of visual displays other than tables are considered figures in APA Style. Common types of figures include line graphs, bar graphs, charts (e.g., flowcharts, pie charts), drawings, maps, plots (e.g., scatterplots), photographs, infographics, and other illustrations. Figures convey at a quick glance an overall pattern of results. A well-prepared figure can also convey structural or pictorial concepts more efficiently than can text.

In APA Style all figures should have the figure number (e.g., Figure 1, Figure 2, etc) placed above the figure title and image in bold font. Number figures in the order in which they

are mentioned in your paper. In case of dissertations align figure numbers with that of Chapters such as Figure 1.1 for figures related to Chapter 1 and Figure 2.1 and Figure 2.2 for figures related to Chapter 2 and so on.

In case of any note that the author wishes to add to describe the contents of the figure cannot be understood from the figure title, image, and/or legend alone (e.g., definitions of abbreviations, copyright attribution, explanations of asterisks use to indicate p values). Include figure notes below the figure.

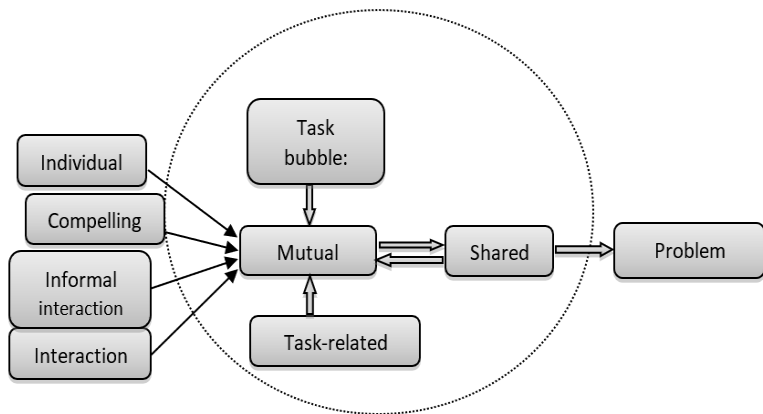
List of figures

Figure 1

Students Gaze Fixed at the Teacher



Figure 2
The Group Engagement Model



Adapted from Metiu and Rothbard (2012)

12. Writing a Reference List

As explained above reference list is a list of references used at the end of your paper. This list should include only the sources that were used in writing the paper. All the reference cited in the text must appear in the reference list. The purpose of reference list is not only to acknowledge, but also enable readers to find and use them.

12.1 Forms of References

References may be broadly categorized into three general forms namely periodicals (e.g., journal articles, magazines, newsletters, newspapers, etc); non-periodicals (e.g., books, reports, brochures, etc), and audio-visual (videos, audio, etc).

Periodicals and non-periodicals may appear in print form or on-line.

12.1.1 Periodicals – Print Form

12.1.1a Journals

Author, A.A., & Author, B.B. (year). Title of the article. *Title of Periodical, vol no, page no.*

Jamtsho,S., & Rinchen,S. (2008). Accessibility, acceptance and effects of information communication technologies in the schools and colleges of Bhutan. *Rig-Gter-Academic Journal of Samtse College of Education, 3, 52-69.*

Author, A.A. (year). Title of article. *Title of Periodical, vol no, (issue no), page nos.*

Sharma, M. (2005). Information and communication technology for poverty reduction. *Indian Journal of Open Learning, 14 (1), 81-89.*

12.1.1b Newsletters

Author, A.A. (year, month).Title of article. *Title of Newsletter, vol no, (issue no), page nos.*

Thinley, D. (2002, November). The common stylistic features of Bhutanese proverbs. *Kalapinka-The National Institute of Education Newsletter, 4, 5-8.*

12.1.1c News papers

Author, A.A. (year, month date). Title of the article. *Title of Newspaper*, page no.

Wangchuk, S. (2002, November 2). Youth issues must involve young people. *Kuensel-Bhutan's National Newspaper*, p.4.

Note:

- i. Invert the author's (editor's) name to start with the surname by a comma and the initials;
- ii. Use commas to separate authors (editors) their surnames and initials; and use ampersand (&) before the last author in case of more than one author;
- iii. In case of edited works, enclose the abbreviation **Ed.** Or **Eds.** in parentheses after the editor's name. This element should end with period;
- iv. Give the year in which the work was copyrighted in parentheses. However for periodicals that is weeklies or dailies, exact date should be provided right after year;
- v. Write '**n.d.**' in the parentheses where no date is available; and '**in press**' if the work is accepted for publication but not yet printed;
- vi. The title should be in italics (underlined if hand written or typed);
- vii. Where there is an issue number, place it within parentheses after the volume number. This should be followed by a comma; and
- viii. Provide the inclusive page number, followed by a period.

12.1.2 Journal articles - Online

Most online journal article comes with DOI (digital object identifier). Include DOI in the reference list instead of URL. If there is no DOI available for an online journal article, then you need to include the URL instead as indicated below.

12.1.2a Online Journal articles with DOI

Author, A. (Year). Article title. *Journal Title*, volume (issue), page range. [https://doi.org/\[insert article doi\]](https://doi.org/[insert article doi])

In-text:

Collier and McManus (2005); (Collier & McManus, 2005)

Example:

... is an important time for development of these skills (Collier & McManus, 2005).

Reference List:

Collier, K., & McManus, J. (2005). Setting up learning partnerships in vocational education and training: Lessons learnt. *The Journal of Vocational Education and Training*, 57(3), 251-273. <https://doi.org/10.1080/13636820500200286>

12.1.2b Online Journal articles with no DOI

Author, A. (Year). Article title. *Journal Title*, volume (issue), page range. URL

Reference List:

Ahmann, E., Tuttle, L. J., Saviet, M., & Wright, S. D. (2018). A descriptive review of ADHD coaching research: Implications for college students. *Journal of Postsecondary Education and Disability*, 31(1), 17-39. <https://www.ahead.org/professional-resources/publications/jped/archived-jped/jped-volume-31>

Note:

- If there is no DOI available for an online journal article, then you need to include the URL instead.
- If the journal article you are referencing has page numbers and provides you with all the information relevant to the print copy (as most articles within databases will do), you can leave out the DOI and URL completely and reference it as a print article.

12.1.2c News article - Online

Author, A. (Year, Month Day). Article title. Newspaper. URL

In-text:

Darby (2004); (Darby, 2004)

Example:

... it is behaviours like this that caused Butler to leave his position (Darby, 2004).

Reference List:

Darby, A. (2004, August 10). Furious Butler quits as governor. *Sydney Morning Herald*. <http://www.smh.com.au/articles/2004/08/09/1092022411039.html?oneclick='true'>

Note:

- Treat an online newspaper as you would treat a print newspaper but omit the page range element.
- Italicise the name of the paper for online newspapers.

12.1.3 Non-Periodicals (books, reports, brochures, & audio- visual media).

12.1.3a Book

Author, A.A. (year). *Title of work*. Publisher.

Zeppa, J. (1999). *Beyond the sky and the earth: A journey into Bhutan*. Doubleday Canada.

12.1.3b Book, later editions

Argyris, C. (1999). *On organizational learning* (2nd ed.). Blackwell Business.

12.1.3c Edited books (chapter) with authors

Author, A. A., & Author, B. B. (year). Title of chapter. In A. Editor & B. Editor (Eds.), Title of book (pp.xx-xx). Publisher.

Zanna, M.P., & Remple, J. K. (1986). Attitudes: A new look at an old concept. In S. Dorji & G. Mohan (Eds.), *Social sciences* (pp.22-35). Cambridge University Press.

12.1.3d Edited book without authors

Editor, A. A., & Editor, B. B. (Eds.). (year). Title of book. Publisher.

Gibbs, J. T., & Huang, L. N. (Eds.). (1986). *Children of color:*

Psychology interventions with minority youth. Jossey-Bass.

12.1.3e Books with no author or editor

Merriam-Webster's collegiate dictionary (10th ed.). (1993).
Merriam-Webster.

12.1.3f Books with no date

Zeppa, J. (n.d.). *Beyond the sky and the earth: A journey into Bhutan.* Doubleday Canada.

12.1.3g Books in press

Zeppa, J. (in press). *Beyond the sky and the earth: A journey into Bhutan.* Doubleday Canada.

12.1.3h Translated book

Author, A. (Year). Title (A. Translator, Trans.). Publisher. (Year original work was published)

In-text:

Piaget and Inhelder (1966/1969); (Piaget & Inhelder, 1966/1969)

Example:

This concept was first introduced in Piaget and Inhelder (1966/1969, p. 100).

Reference List:

Piaget, J., & Inhelder, B. (1969). *The psychology of the child* (H. Weaver, Trans.; 2nd ed.). Basic Books. (Original work published 1966)

12.1.3i Book in a language other than English

Author, A. (Year). *Title* [Title in English]. Publisher.

In-text:

Piaget and Inhelder (1951); (Piaget & Inhelder, 1951)

Example:

... as established by Piaget and Inhelder (1951, p. 87).

Reference List:

Piaget, J., & Inhelder, B. (1951). *La genese de lidee de harzard chez lenfant* [The origin of the idea of chance in the child]. Presses Universitaires de.

Dzongkha Development Commission. (1999). *Dpal brug-pa rin-po-che zhab-drung Ngag-dhag rNamgyal Gyi rnam-thar* [Biography of Zhabdrung Ngawang Namgyal]. Thimphu, Bhutan.

Note:

- i. Invert the author's (editor's) name to start with the surname followed by a comma and the initials;
- ii. Use commas to separate authors (editors) their surnames and initials; and uses ampersand (&) before the last author in case of more than one author;
- iii. In case of edited works, enclose the abbreviation **Ed.** Or **Eds.** in parentheses after the editor's name. This element should end with a period;
- iv. Write '**n.d.**' in the parentheses where no date is available; and '**in press**' if the work is accepted for publication but

- not yet printed;
- v. The title should be in italics (underlined if hand-written or typed);
 - vi. Capitalised only first word of the title, subtitle, and proper nouns;
 - vii. Any additional information such as edition should be provided in parentheses;
 - viii. Provide the publisher's name at the end in case of non-periodical (capitalised first letter of publisher's name);
 - ix. In case of edited books, the title should be preceded by the name(s) of editor(s), if any. The word 'In' should appear before the name of the editor(s). as the names of editor(s) are not in the author position, they should be written with the initials first followed by the surname(s). This should be followed by the parenthetical information 'Ed(s)' if it is an edited book;
 - x. A comma is placed after the parenthetical information followed by the title of the work with the inclusive pages of the article or chapter preceded by "pp" in parentheses;
 - xi. Include the original year of publication as well as the year of the translated work in the in-text reference (as seen in the example); and
 - xii. If the book has a DOI, this can be included at the end of the reference.

12.1.4 Conference Paper Presentation

Author, A. (Year, Month Date Range). *Title [Paper Presentation]*. Conference Name, City, State, Country.

Rinchen, S. (2019, August 19-22). *Gross National Happiness*

education in the colleges of education, Bhutan: Perception, culture, impact and challenges [Paper Presentation]. 1st International Conference on Education in the Digital Ecosystem, Kuching, Sarawa, Malaysia.

12.1.5a Dissertation/thesis - Published

Author, A. (Year). Title [Type of Publication, Name of Institution]. Database/Archive. DOI/URL

Hollander, M. (2017). *Resistance to authority: Methodological innovations and new lessons from the Milgram experiment* (Publication No. 10289373) [Doctoral dissertation, University of Wisconsin-Madison]. ProQuest Dissertations and Theses Global.

Hutcheson, V. H. (2012). *Dealing with dual differences: Social coping strategies of gifted and lesbian, gay, bisexual, transgender, and queer adolescents* [Master's Thesis, The College of William & Mary]. William & Mary Digital Archive. <https://digitalarchive.wm.edu/bitsream/handle/10288/16594/HutchesonVirginia2012.pdf>

Note:

- The university where the degree was awarded should be included in the square brackets after the title, separated from the type of publication by a comma (as seen in the given examples).
- If a thesis from a database has a publication number, you

should add it in parentheses after the title, in plain text, as in the Hollander example.

12.1.5b Unpublished thesis or dissertation

Author, A. (Year). Title [Unpublished publication type]. Source.

Rinchen, S. (2014). *Emotional climate of a pre-service science education class at the Royal University of Bhutan* [Unpublished doctoral dissertation]. Queensland University of Technology, Australia.

Note:

- If a thesis is unpublished, the status of publication should be included in parentheses after the title (see Rinchen's example)

12.1.6 TV series

Contributor, A. (Role). (Year). Title [Format]. Production Company.

In-text:

Dorji and Bidha (2019-present) (Dorji & Bidha, 2019-present)

Example:

... and keep people of all ages glued to the TV and gave new meaning to Bhutanese music (Dorji & Bidha, 2019-present)

Reference List:

Dorji, C., & Bidha, T. (Executive producers). (2019-present). *The voice* [TV Series]. Bhutan Broadcasting Station (BBS).

Note:

- When a TV series spans multiple years, separate the year range with a dash. If the series is still airing, replace the second year with the word 'present' (as seen in the example).

12.1.7 Film or video

Contributor, A. (Role). (Year). *Title*. [Media Type]. Production Company.

In-text:

Wangyel (2015); (Wangyel, 2015)

Example:

... and it has been established that the master mind behind the sabotage of the family was the mistress of the pilot (Wangyel, 2015, 1:30:40).

Reference List:

Wangyel, T. (Director). (2015). *Seryang*. [Film; DVD]. Jigdrel Production.

Note:

- For a film, you should credit the director as the author. (this role then needs to be recorded within parentheses after the individual's name).
- In the reference list you can include the information such as whether you watched this movie in a theatre, on a DVD, etc. within the square brackets after the media type (as seen in the example).
- To quote directly from the movie, provide a time stamp in the in-text reference in place of a page number (as seen in

the example).

12.1.8 YouTube

Author, A. (Year, Month Day). Title [Video]. YouTube. URL

In-text:

Fogarty (2016); (Fogarty, 2016)

Example:

... further discusses sentence structure (Fogarty, 2016, 1:50).

Reference List:

Fogarty, M. (2016, September 30). *How to diagram a sentence* [Video]. YouTube. <https://www.youtu.be/deiEY5Yq1ql>

Note:

- If the author is not known, the person who uploaded the video is credited as the author even if they did not themselves create the work.
- To quote directly from the work, provide a time stamp in the in-text reference in place of a page number (as seen in the Fogarty example).

13. Order and Layout of References:

Alphabetising names: arrange entries in alphabetical order by the surname of the first author, using the following rules:

i. One-author entries by the same author are arranged by year of publication, the earliest first:

Dorji, S. (2000).

Dorji, S. (2001).

ii. One-author entries precede multiple-author entries beginning with the same surname:

Gyeltshen, K. (1997).

Gyeltshen, K., & Dorji, K. (1996).

iii. Two-author entries by the same authors are arranged by year of publication, the earliest first:

Cabading, J. R., & Wright, K. (2001).

Cabading, J. R., & Wright, K. (2002).

iv. References with the same author and different second or third authors are arranged alphabetically by the surname of the second author or, if the second author is the same, the surname of the third author, and so on:

Gosling, J. R., Jerald, K., & Belfar, S. F. (2000).

Gosling, J. R., & Tevlin, D. F. (1996).

Hayward, D., Firsching, A., & Brown, J. (1999).
Hayward, D., Firsching, A., & Smigel, J. (1999).

v. If the entries were published in the same year by the same author, use lowercase alphabets, placed immediately after the year of publication in the parentheses.

Tshering, D. (2002a).
Tshering, D. (2002b).

vi. Groups as authors:

Alphabetise group authors. Full official names should be used (e.g., Curriculum and Professional Support Division, not CAPSD).

Curriculum and Professional Support Division. (1999).
Ministry of Education. (2000).

vii. If the work is assigned Anonymous, the entry begins with the word anonymous spelled out.

Anonymous. (2007).

viii. Work with no author:

If there is no author, the title takes up the place of an author.

American Psychological Association. (2008).....

Note:

- The reference list should be placed immediately after the conclusion of your page on a new page with the title-
“References,”
- Use hanging indentation for the reference list. Indentation should be about five spaces (See Appendix A for details).

14. Arranging a Reference List

References

Alysen, B., Patching, R., Oakham, K. M., & Sedorkin, G. (2003). *Reporting in a multimedia world*. Allen and Unwin.

American Psychological Association. (2007). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC.

Anderson, T., Howe, R., Soden, R., Halliday, J., & Low, J. (2001). Peer interaction and the learning of critical skills in further education. *Instructional Science*, 29, 1-32.

Collier, K., & McManus, J. (2005). Setting up learning partnerships in vocational education and training: Lessons learnt. *The Journal of Vocational Education and Training*, 57(3), 251-273. <https://doi.org/10.1080/13636820500200286>

Clay, M., & Cazden, C. (1992). A Vygotskian interpretation of reading recovery. In L.C. Moll (Ed.), *Vygotsky and education: Instructional implications and applications of socio-historical psychology* (pp. 206-222). Cambridge University Press.

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- Turner, J. H. (2007). *Human emotions: A sociological theory*. Routledge.
- Turner, J. H. (2009). The sociology of emotions: Basic theoretical arguments. *Emotion Review*, 1, 340–354.
- Zembylas, M. (2004a). The emotional characteristics of teaching: An ethnography study of one teacher. *Teaching and Teacher Education*, 20, 185–201.
- Zembylas, M. (2004b). Emotional issues in teaching science: A case study of a teacher's views. *Research in Science Education*, 34, 343–364.
- Yelland, N., & Masters, J. (2005). *Rethinking scaffolding in the information age*. Elsevier Ltd.

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