

**Ministry of Education and Science of Ukraine  
Pavlo Tychyna Uman State Pedagogical University  
Faculty of Foreign Languages  
Department of English Language and Methods of Teaching**

**Qualification paper  
Guidelines**

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**УДК 811.111(075.8)**

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**К 93**

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Друкується згідно з ухвалою науково-методичної комісії факультету іноземних мов Уманського державного педагогічного університету імені Павла Тичини (протокол № 3 від 28 грудня 2019 р.)

**К 93** Qualification Paper Guidelines : методичні рекомендації до написання випускної кваліфікаційної роботи з методики навчання англійської мови для здобувачів вищої освіти ОС «Бакалавр» спеціальності 014 Середня освіта. (Мова і література (англійська)) / укл.: Бевз О. П., Гембарук А. С. – Умань, 2020. – 51 с.

Методичні рекомендації окреслюють загальні вимоги до змісту та структури випускної кваліфікаційної роботи, критерії оцінювання роботи, методичні вказівки й рекомендації щодо організації й здійснення наукового дослідження, написання та оформлення кваліфікаційної роботи, підготовки та порядку її захисту.

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## **Introduction**

Qualification paper is a part of a final assessment on the Methodology course. It covers 30% of the whole assessment. It is aimed at evaluating how successfully a student achieved the learning outcomes for the whole Curriculum as detailed in the Profile of a Newly-Qualified English Teacher.

The qualification paper demonstrates a student's ability to link theoretical knowledge with the practical elements of their own work during school experience (Observed teaching). The student submits the paper in English at the end of Semester 8. The paper is assessed according to the detailed criteria. This accounts for 70% of the total for the qualification paper. A further 30% is allocated to the public defence of the qualification paper which is held in English.

The qualification paper is a kind of an action research. The research topic is chosen by the students and is based on their own actual experience. The research is done in Semester 8 at secondary schools during observed teaching.

The Guidelines provide the qualification paper template, sample timeline, technical requirements and the description of defence procedure. It includes phrasebank organised according to the main sections of a qualification paper.

## **Acknowledgement**

We gratefully acknowledge the support of the following people in making the Guidelines a reality: Henadiy Prokofyev, Yana Bondaruk, Olha Sushkevych, Svitlana Derkach, Natalia Shulga for selecting commonly used phrases to different sections of a qualification paper.

## Qualification paper template

<b>Heading (paper section)</b>	<b>Content</b>	<b>Number of words</b>
<b>Title page</b>	<ul style="list-style-type: none"> <li>• May vary from university to university</li> </ul>	N/A
<b>Table of Contents</b>	<ul style="list-style-type: none"> <li>• Include headings and relevant page numbers.</li> </ul>	N/A
<b>Lead-in / Introduction</b>	<ul style="list-style-type: none"> <li>• Announce your research topic.</li> <li>• Describe the context, including a profile of the class or classes in focus</li> </ul>	400 – 500
<b>Rationale</b>	<ul style="list-style-type: none"> <li>• Identify a classroom-based issue or problem.</li> <li>• Formulate a research question.</li> <li>• Put forward a hypothesis.</li> <li>• Relate the issue to relevant theory in the literature</li> </ul>	500 – 600
<b>Methodology and Procedure</b>	<ul style="list-style-type: none"> <li>• Outline the stages of the action research.</li> <li>• Define the kind of data you need to collect.</li> <li>• Describe and justify the data collection methods and tools.</li> <li>• Describe your research participants.</li> <li>• Evaluate the effectiveness of research tools.</li> <li>• State any ethical issues.</li> </ul>	1300 – 1400
<b>Findings</b>	<ul style="list-style-type: none"> <li>• Analyse the collected data.</li> <li>• Present the findings (e.g. description, table, chart, diagram, etc.).</li> </ul>	1400 – 1500

<b>Interpretations and Conclusions</b>	<ul style="list-style-type: none"> <li>• Interpret the findings and draw conclusions responding to the research question.</li> <li>• Come up with recommendations for further actions.</li> <li>• Point out any areas which need further research (optional).</li> </ul>	1400 – 1500
<b>References</b>	<ul style="list-style-type: none"> <li>• Provide a bibliography of resources referred to in your paper.</li> </ul>	N/A
<b>Appendices</b>	<ul style="list-style-type: none"> <li>• Include any materials which directly relate to the research, e.g. questionnaires, sample tasks, tables, etc. and which you refer to in the paper.</li> <li>• Put the appendices in the order they are mentioned in the paper.</li> </ul>	N/A
<b>Literature review</b>	<ul style="list-style-type: none"> <li>• This is not a separate section of the paper.</li> <li>• Refer to reliable sources in the rationale and throughout the paper wherever appropriate and justified.</li> </ul>	N/A
	<b>Total</b>	<b>5000 – 5500</b>

## Assessment criteria

The qualification paper is assessed according to the detailed criteria. This accounts for 70% of the total for the qualification paper. A further 30% is allocated to the public defence of the qualification paper which is held in English.

### Criteria for the qualification paper

<b>Criteria</b>		<b>Mark</b>
<b>Context</b>	<ul style="list-style-type: none"><li>• Clear statement of context, including a profile of the class or classes in focus</li></ul>	<b>5%</b>
<b>Topic</b>	<ul style="list-style-type: none"><li>• Clear, well-focussed research questions and/or hypotheses on a classroom-based issue or problem</li><li>• Evidence of the ability to relate the issue to relevant theory in the literature.</li></ul>	<b>15%</b>
<b>Classroom investigation methodology</b>	<ul style="list-style-type: none"><li>• Clear description of research methodology</li><li>• Appropriate choice and justification of research methods and instruments</li></ul>	<b>15%</b>
<b>Findings</b>	<ul style="list-style-type: none"><li>• Clear analysis and presentation of data and findings</li></ul>	<b>10%</b>

<b>Interpretations, implications and conclusions</b>	<ul style="list-style-type: none"> <li>• Valid interpretations, implications and conclusions, including any materials developed as a result of the investigation</li> </ul>	<b>20%</b>
<b>Presentation of the written work</b>	<ul style="list-style-type: none"> <li>• Systematic and consistent referencing</li> <li>• Readability: style, organisation and signposting of writing</li> <li>• Length and format according to requirements</li> </ul>	<b>5%</b>
<b>Total</b>		<b>70%</b>



**Technical requirements**

Sample of a cover page

**Ministry of Education and Science of Ukraine  
Pavlo Tychyna Uman State Pedagogical University  
Faculty of Foreign Languages  
Department of English Language and Methods of Teaching**

**Qualification Paper  
Bachelor's Level**

**Theme:** \_\_\_\_\_  
\_\_\_\_\_

**Done by:** \_\_\_\_\_, **group**\_\_

**Scientific supervisor:** \_\_\_\_\_

**Reviewer:** \_\_\_\_\_

**Uman – 20\_\_**

## Typing conventions

The paper should be written according to the following requirements:

- The text is written in Microsoft Word 97 for Windows.
- The page size is A4 (210x297mm)
- The margins are 20mm from top, left, right, and bottom.
- The Theme Font is Times New Roman.
- The Font Size is 14pt.
- Line Spacing is 1.5
- The indentation is first line, 1,25 mm.
- You should use “curly” quotes not «angle quotes»
- You should make difference between hyphen and dash (dash ‘ – ‘ is separated on both sides with spacing and is longer than the hyphen ‘-‘ ).
- The Style of the text is Normal. No other styles should be used.
- All the parts and significant elements should be typed in **bold** or/ and *italic* type.
- The pages of your manuscript should be numbered consecutively in the upper right corner of each page, beginning with the title page, but use **Different First Page** option to keep it invisible. The number should appear by itself with no punctuation.
- Type all the **Headings** (with no quotation marks, underlining, etc.) **Bold and Centered.**

### – Using Tables

When writing a research paper, it is important for data to be presented to the reader in a visually appealing way. The data in figures and tables, however, should not be a repetition of the data found in the text. Tables have several elements, including the legend (heading/ title), column titles, and body.

- The word **Table** is typed **bold, alignment Right.**
- **Title:** Tables should have a clear, descriptive title, which functions as the “topic sentence” of the table. It is placed **above** the table, **centered.**

- **Column Titles:** The goal of these title headings is to simplify the table. The reader's attention moves from the title to the column title sequentially. A good set of column titles will allow the reader to quickly grasp what the table is about.
- **Table Body:** This is the main area of the table where numerical or textual data is located.

The placement of figures and tables should be at the **center** of the page. It should be properly referenced and ordered in the number that it appears in the text. In addition, tables should be set apart from the text. Text wrapping should not be used.

Sample:

**Table 1**

**Table title**

<b>Column Title</b> (with units/ unit symbols wherever applicable, e.g. %)	<b>Column Title</b> (with units/ unit symbols wherever applicable e.g. %)	<b>Column Title</b> (with units/ unit symbols wherever applicable e.g. %)

**– Using Figures**

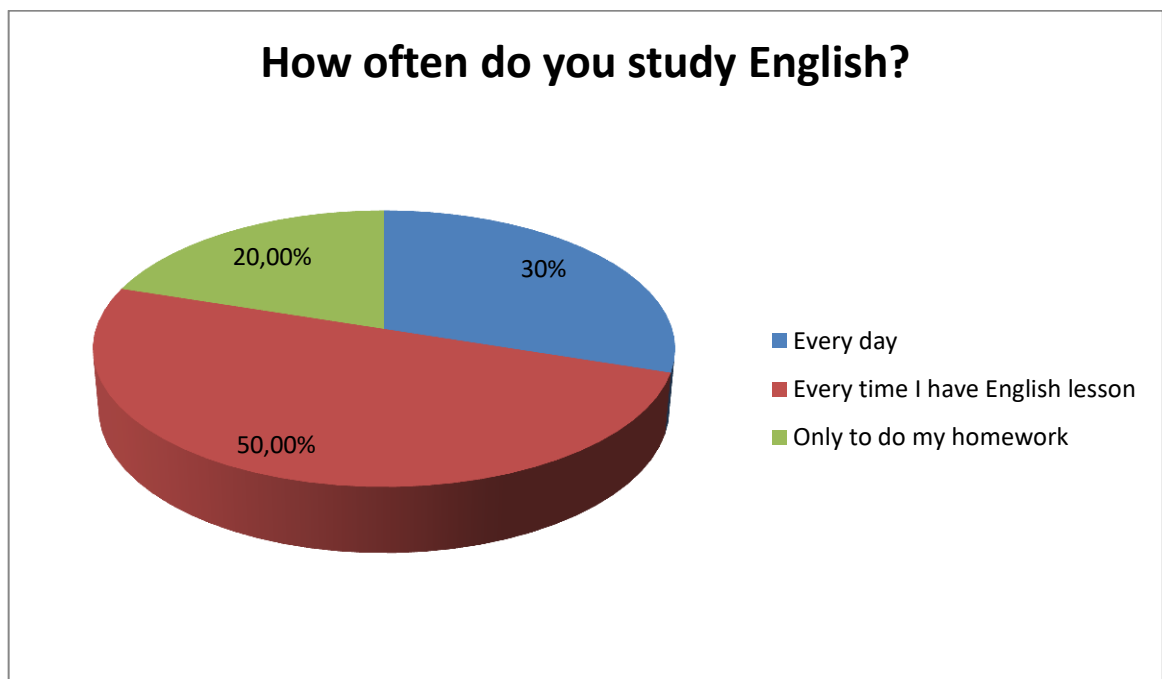
Figures can take many forms, such as bar graphs, frequency histograms, scatterplots, drawings, maps, etc. When using figures in a research paper, always think of your reader. What is the easiest figure for your reader to understand? How can you present the data in the simplest and most effective way? For instance, a photograph may be the best choice if you want your reader to understand spatial relationships.

- **Figure Captions:** Figures should be **numbered** and have descriptive titles or captions. The captions should be succinct enough to understand at

the first glance. *Captions (italics)* are placed **under** the figure, **alignment Left**.

- **Image:** Choose an image that is simple and easily understandable. Consider the size, resolution, and the image's overall visual attractiveness.
- **Additional Information:** Illustrations in manuscripts are numbered **separately** from tables. Include any information that the reader needs to understand your figure, such as legends.

Sample:



*Figure 1. Findings on Questionnaire 1*

### – Using Appendices

An appendix is a section at the end of a paper that includes information that is too detailed for the text of the paper itself and would "burden the reader" or be "distracting," or "inappropriate". The content in the appendices should be easily presented in print format".

- Examples:
  - lists of length (short lists belong in the paper itself)

- detailed descriptions (essential details should be in the paper itself)
- a list of articles that support data but are not referred to in the paper itself
- demographic details for subpopulations studied by the paper

How to **format** an appendix:

You may have more than one appendix (*pl.* appendices). Each appendix should deal with a separate topic. Each appendix must be referred to by name (Appendix A, Appendix B, Appendix C, etc.) in the text of the paper. To refer to the Appendix within your text, write, (see Appendix A) at the end of the sentence in parentheses.

Example:

In addition to the limitations of email, Cummings et al. (2002) reviewed studies that focused on international bank employees and college students (see Appendix B for demographic information).

Each appendix must be labeled with a letter (A, B, C, etc.) according to where it appears in the paper. The first appendix referred to in the paper would be named Appendix A. The second appendix referred to in the paper would be named Appendix B. If you have more than 26 appendices, start the alphabet over with AA, BB, CC, and so on. If there is only one appendix, it is just called Appendix. Each appendix must also have a **title**.

Begin each appendix on a separate page with page number. Place the **label** bold, **alignment Right**. Place the title of each appendix at the **top** of the page, **centered**, using normal capitalization. Label first, title second.

If your appendices include tables or figures, treat them as they would be treated in the main text. Exception to the tables/figures numbering rule: add the letter of the appendix (A, B, C, etc.) to the figure or table number (e.g., Table B3 would be the third table in Appendix B).

If your appendices use information from an outside source, cite it parenthetically within the text of the appendix and include the reference in the main references list for the paper (do not create a separate references list).

Sample:

**Appendices**

**Appendix A**

**Appendix Title**

### Timeline for qualification paper

Month	Task	Actual work
<b>September</b>	<ul style="list-style-type: none"> <li>• Identifying a classroom-based issue or problem (based on school experience)</li> <li>• Formulating a research question/s</li> </ul>	
<b>October</b>	<ul style="list-style-type: none"> <li>• Analysing and describing the context of your question (Why is it important to you?)</li> <li>• Starting to read (and take notes) about your issue</li> </ul>	
<b>November</b>	<ul style="list-style-type: none"> <li>• Planning the intervention</li> <li>• Choosing data collection tools and methods</li> <li>• Adapt/design the necessary materials for data collection</li> </ul>	
<b>December</b>	<ul style="list-style-type: none"> <li>• Compiling the first part of the Qualification paper including Title page, Table of Contents, Introduction, Rationale, Methodology and Procedure and submitting it to the supervisor for review</li> </ul>	
<b>January</b>	<ul style="list-style-type: none"> <li>• Documenting procedures</li> <li>• Collecting data</li> <li>• Analysing and organising collected data</li> <li>• Interpreting the findings</li> <li>• Drawing conclusions to respond to the research question</li> <li>• Producing recommendations for further action</li> <li>• Compiling bibliography</li> <li>• Putting together appendices</li> </ul>	
<b>February</b>		
<b>March</b>		

<b>April</b>	<ul style="list-style-type: none"> <li>• Writing the first draft of the qualification paper and submitting it to the supervisor for review</li> <li>• Editing and finalising the qualification paper</li> <li>• Submitting the final version of the qualification paper</li> </ul>	
<b>May</b>	<ul style="list-style-type: none"> <li>• Preliminary defence of the qualification paper</li> </ul>	
<b>June</b>	<ul style="list-style-type: none"> <li>• Public defence of the qualification paper</li> </ul>	



## Defence procedure

The qualification paper is defended publicly during the final examination on the Methodology course. The public defence is held in English.

The defence procedure includes the following stages:

1. The presentation stage: the student briefly presents the key results of his/her research in a clear and logical way (up to 10 minutes) highlighting the problem under investigation, research questions, methodology and the findings. The report is visually supported by multimedia presentation.
2. The discussion stage: the student answers the questions on the content of his/her research.
3. The evaluation stage: the examining board assesses the qualification paper against the agreed criteria.

### Criteria for the public defence

Criteria		Mark
<b>Content of the presentation</b>	The student: <ul style="list-style-type: none"><li>• gives due consideration to key results of the research</li><li>• provides argumentation to support the most important conclusions</li><li>• demonstrates the ability to reflect on research experience</li></ul>	<b>15%</b>
<b>Dealing with questions</b>	The student: <ul style="list-style-type: none"><li>• addresses the questions directly and clearly</li><li>• clarifies the fundamental aspects of the research</li><li>• links answers to different aspects of the paper</li></ul>	<b>10%</b>

<b>Form of the presentation</b>	<ul style="list-style-type: none"> <li>• The presentation is clear, structured, comprehensible to listeners and within a time limit</li> </ul>	<b>5%</b>
<b>Total</b>		<b>30%</b>

The results are announced by the head of the examining board at the end of the final exam.

## Phrasebank

### Lead-in

Lead in is a kind of introduction to your research. In this section you announce your research topic justifying the reasons for your choice; establish the context, background and/or importance of the topic; describe the educational context, including a profile of the class or classes in focus; provide an overview of the coverage and/or structure of the writing. Introduction to the research tend to be relatively short but quite complex.

### Useful phrases

#### Establishing the importance of the topic for the world or society

- X is a fundamental property of ....
- X is fast becoming a key instrument in ....
- X plays an important role in ....
- Xs are the most potent anti-inflammatory agents known.
- X has become a central issue for ....
- X is one of the most aspects of ...
- X is increasingly recognised as a serious, worldwide public health concern.
- X is an important component in,.. and plays a key role in ...
- X has many uses / roles / applications in the field of ...
- A striking / useful / remarkable feature of ...
- The main / principal / fundamental characteristics of X are:
- X accounts / is responsible for

#### Giving reasons for personal Interest

- My main reason for choosing this topic is personal interest.
- *The* criteria / reasons for selecting this problem were ...
- I became interested in Xs after reading ....
- During school experience I have noticed ....
- As a trainee student, I witnessed ...
- I have observed many lessons and ....

- It is my experience of working with X that has driven this research.

### **Describing context**

- Data collection followed the appropriate ethical procedures and received approval from *Uman Secondary School # 3*.
- The research was done at *Uman Secondary School # 3* /took place in *the Language Learning Lab / the English Classroom*.
- Data collection *with the child L2 learners* took place on the school's premises.
- The equipment was set up in *a quiet room specifically dedicated for the experiment for the duration of the study*.

### **Rationale**

A rationale typically consists of a line of reasoning that performs two principal functions. It describes a context within which to locate the intended project and suggests why doing such a study is worthwhile. A further function can be that of justifying the methods you plan to use for solving your research problem. In this section you identify a classroom-based issue or problem; formulate a research question(s); put forward a hypothesis; relate the issue to relevant theory in the literature.

### **Useful phrases**

#### **Identify a classroom-based issue or problem**

- The study focuses on...
- In this paper we target at ...
- *You can enrich your formulations with a range of other verbs: argue, assert, claim, state, assume, hypothesize, suggest, find, discover, demonstrate, prove, test, examine.*

## **Put forward a hypothesis**

- *In our study we* develop, propose, formulate, advance, *put forward*, introduce the hypothesis...

## **Literature review**

One of the distinguishing features of academic writing is that it is informed by what is already known, what work has been done before, and/or what ideas and models have already been developed. Thus, the purpose of the literature review is to show the reader, in a systematic way, what is already known about the research topic as a whole, and to outline the key ideas and theories that help us to understand this. For general reference to the literature, the present perfect tense (have/has +verb + ed) tends to be used. For reference to specific studies carried out in the past, the simple past tense is most commonly used. This is always the case where a specific date or time in the past forms a part of the sentence. When referring to the words or ideas of writers, the present tense is often used if the ideas are still relevant, even if the author is no longer alive.

## **Useful Phrases**

### **General descriptions of the relevant literature**

- A large and growing body of literature has investigated ....
- More recent attention has focused on the provision of ....
- Much of the current literature on X pays particular attention to ....
- Over the past decade most research in X has emphasized the use of ....
- There is a large volume of published studies describing the role of ....
- In recent years, there has been an increasing amount of literature on ....
- A considerable amount of literature has been published on X. These studies ....
- The first serious discussions and analyses of X emerged during the 1970s with ....

## **Relate the issue to relevant theory in the literature**

- According to X (e.g. Richards (2018))...
- That *issue* has *important* implications for the study of ...
- The study of ... goes along with the theory of...
- We can find similar research in the field of ...
- In her analysis / review / overview / critique of X, Bertram (2002) questions the need for ...
- In his introduction to / seminal article on / investigation into X, Schneider (2010) shows that ... Dee (2009) developed / reported on a new method for X and concluded that ...
- Burgess (2020) an authority on X, notes / mentions / highlights / states / affirms that ...
- She questions / wonders / considers / investigates whether [or not] X can ...
- They / He / She draw our attention to / focus on X.
- They make / draw a distinction between ...
- He claims / argues / maintains / suggests / points out / underlines that ...
- She concludes / comes to the conclusion / reaches the conclusion that ...
- She lists / outlines / describes / provides several reasons for ...
- Her theory / solution / proposal / method / approach is based on ...

## **Summarising the review or parts of the review**

- Together, these studies outline that ....
- Overall, these studies highlight the need for ....
- Collectively, these studies outline a critical role for...
- The evidence presented in this section suggests that ....
- The studies presented thus far provide evidence that ....
- Overall, there seems to be some evidence to indicate that ....
- Together these studies provide important insights into the ....
- In view of all that has been mentioned so far, one may suppose that ....

## Methodology and procedure

In this section writers give an account of how they carried out their research. The Methodology and procedure section should be clear and detailed enough for another experienced person to repeat the research and reproduce the results. Note that for most of the functional categories in this section, the verbs are written in the simple past tense.

### Useful Phrases

#### Outline the structure of the action research

- This paper is organized as follows / divided into two sections.
- The first section / Section 1 gives a brief overview of ...
- The second section examines / analyses ...
- In the second section a case study is presented / analyzed ...
- A new methodology is described / outlined in the fourth section ...
- We / I propose a new procedure in Section 2.
- Some / Our conclusions are drawn in the final section.
- This paper / chapter / section / subsection begins by examining ...
- The next chapter looks at / examines / investigates the question of ...
- Problems / Questions / Issues regarding X are discussed in later sections.

#### Outline the stages of the action research

- The present study took place at...
- Participants in the study were...
- The study took place during...
- The first (the next, second, final) step in the study was to...
- *The material was collected / used / tested / characterized / assessed during the first / initial step.*
- In the first step / During the first phase / In the initial stage of the research...
- *First we estimated / determined the value of ....., then / subsequently we studied / analyzed / evaluated ... .*

- Once / As soon as / After ... *had been done, we then did ...*
- *Finally, independent / separate / further / additional tests were performed on the ...*

### **Define the kind of data you need to collect**

- Data collection followed the appropriate ethical procedures and received approval from *Uman Secondary School # 3*.
- Data collected at *Uman Secondary School # 3* took place in *the Language Learning Lab / the English Classroom*.
- Data collection *with the child L2 learners* took place on the school's premises.
- The equipment was set up in *a quiet room specifically dedicated for the experiment for the duration of the study*.
- Participants were then given the task instructions orally.
- All participants completed the tasks *individually / in pairs / groups*.
- The learners first completed *a questionnaire to assess their L2 English proficiency and use*.
- The whole procedure lasted around *40 minutes*.

### **Describe and justify the data collection methods and tools.**

- This was an evaluation study, a variety of qualitative and quantitative tools were used for measurement.
- The purpose of this questionnaire / interview / quiz was to ...
- Students' performances were measured on *quizzes / tests relating to difficult-to-grasp matter*.
- To ascertain / to find out / to make sure whether *the PowerPoints as a whole helped the students feel more comfortable with the reading and content*, the students *were given a questionnaire / were interviewed / with the results to be displayed on a chart*.



- The data were *collected or generated* in a way that is consistent with accepted practice in my field of study.
- The data were obtained with the help of the following tools....

### **Explaining why you chose your specific method, model, equipment, sample.**

- The aim / purpose *of this tool is to do ....* . Consequently, we / As a result we / Therefore we / We thus ...
- *This tool was chosen because it is one of the most practical / feasible / economic / rapid ways to ...*
- *We chose this particular tool because / on account of the fact that / due to / since ...*
- *It was decided that the best tool for this investigation / study was to ...*
- *Such tool was chosen / selected in order to identify / understand / investigate / study / analyze / see / determine / check / verify / ...*
- *..... was done / We did ..... in order to ...*

### **Describe your research participants and sampling**

- *A total of 20 / 50 participants were recruited for this study / this survey / for interviews.*
- *At the beginning of the study, all of the participants / subjects / were aged .....*
- *In all cases / subjects' / participants' consent was obtained.*
- *At the beginning of the study, all of the participants / subjects / patients were aged / had the level of English / skills.....*
- *Interviews were performed / conducted / carried out informally.*
- *Data was collected from three participant groups: Elementary L2 learners, Pre-Intermediate L2 learners and Intermediate L2 learners.*

- Altogether data from *50 participants* was included in the analyses of the study.
- *The sample was* selected / subdivided on the basis of ... and ....
- *The initial sample* consisted of / was made up / was composed of ...
- Approximately / Just over / Slightly under *a half / third / quarter of the sample were* ...
- *The interviewees were* divided / split / broken down *into two groups* based on / on the basis of ...
- A sample of one of the ... is presented in *Appendix A*.

### **Evaluate the effectiveness of research tools**

- The purpose here was to give an overall *evaluation of the effectiveness of the PowerPoints within this specific course, and the multiple ways of studying and presenting the information* would add reliability and validity to such study.

### **Ethics**

- So that the participants in our research were fully protected and had confidence that we would not misuse the recordings, we explained the research to them thoroughly, answered their questions about it and *asked them to sign a consent form*.
- We also gave them full feedback on their *reading performance* so that they felt they were gaining something from the experience.
- On the first day of the study, and to each new student thereafter, I explained the reasons for doing *the writing* in class and explained that their work might be used anonymously.
- All students were given an opt-out option of the research if they felt its objectives were not relevant to them and what they wanted to achieve while in class. No student opted out.

- All students agreed I could contact them by email if I wanted to use their work, which they had provided to the school. I have received permission from those photographed to use these in anything related to the research.

## Findings

The standard approach to this section of a research is to present and describe the finding / results in a systematic and detailed way. Qualitative results are generally presented in the form of the description. The researcher highlights and comments on the themes that emerge from the analysis. In quantitative studies, the findings are presented in tables / charts / diagrams and figures, and writers comment on the significant data shown in these. This often takes the form of a summary statement, which identifies the table or figure and indicates its content, and a highlighting statement or statements, which point out and describe the relevant or significant data. All figures and tables should be numbered and given a title.

## Useful phrases

### Analysis of the collected data

- We decided that an action research project was appropriate for our topic of interest because it would allow us to ... . \
- We were also attracted by ... .
- We also wanted to make the questions that we were going to ask participants as valid as possible.
- Below, we will outline and discuss how ... .
- The research question this study aimed to answer was: ... .
- To answer this, I collected \ used ... .
- The retrospective interview data suggested that ... .
- Data was collected using the measurement tool of *pre-test /post-test*.

- Students were graded by ... .
- Then the difference between *the post- test and the pre-test scores* was calculated, yielding a percentage indication of ... .
- The *overwhelming majority* of students needed ..., while *less than half* wanted ..., and *just under a quarter* ... .
- This led to an assumption that ... .
- This also becomes apparent from the list of (*smth.*)
- Before the intervention, *half of the class* believed that ... .
- After the study, *over two thirds* agreed that ... .
- Moreover, *three out of four learners* claimed that ... , so I believe *a majority of students* in this class were ready for ... .
- It was interesting to see that, ... .
- Both of these approaches indicated that ... .
- When asked to explain such change in timing during the one-to-one interviews, *some* said that because ... .
- We also tested a class on ... .
- Others admitted that ... .
- The fact that both interviews and questionnaires revealed the same data confirms that ... .
- The observations we made, based on the study outlined in the previous section, were as follows: 1...; 2 ... ; 3... ; 4.... .

## **Findings interpretation**

### ***Description***

- The report and discussion of the main findings is organised around the three main research questions, which will be discussed in turn.
- Data was collected through several methods throughout the study.
- The study took place over *12 weeks* and was split into *three cycles* to allow for time for reflection and to make any changes necessary.
- As presented earlier in the methodology section, ... .

- More detail about the task types will be given as each cycle is elaborated on.
- The next section will highlight the key findings of each cycle of the study and then will look across both cycles at a number of factors and trends.
- This study measured ... .
- I started this study with the following research question: ... .
- First of all, we looked at the percentage of ... .
- One possible reason for this could be that ... .
- On the other hand, ... .
- Certain strategies, such as ... had some impressive consistency and were used by about half of the students throughout the intervention.
- It is even more impressive to see that ... .
- There was a strong correlation between ... .
- Although, ... .
- In contrast, after the intervention, *the majority of learners* accepted that ...
- To support such an assumption about .... , it was important to analyse ... .
- So, the students were asked to report on *smth* ... .
- Thus, the differences that we observed in ... .
- However, it is important to note that ... \ Importantly, ... \ In addition, ...
- On average, ... .
- There were no significant differences between ... .
- Interesting differences appear in ... .
- In terms of the more widely distributed responses, there is only one of note ....
- The findings in the previous section have shown that ... \ This may suggest that ... \ This might be due to the fact that ... .
- The findings above suggest that ... \ Specifically, our results suggest that ... \ We can assume that ... \ Moreover, the analysis reveals that ... .

- To some extent the results corroborate previous research which shows that ...
- The following key findings emerged from the analyses: ... .
- Conversely, ... . \ Contrary to our expectations, results showed that ... .
- We examined *the relationship between* ... .
- Three main comparisons were conducted (see *Appendix B* for details of statistical analyses conducted) ... .
- After gathering the data from the questionnaire, I analyzed it
- First, ... \ Second, ... \ Finally, ... .
- The most important finding of this research study is directly related to the research question: ... .
- At every stage of data collection we asked participants ... .
- The results have been organised according to the research questions. \ We have focused on the highlights of the data.
- Our research has, perhaps unsurprisingly, led to more questions than answers. But we do need questions before answers are possible, so to that extent we feel we have been extremely successful.
- The interpreted results appear close to what I expected during my follow-up with the students.
- In summation, the results of this study support the formulated hypothesis.
- The results were *positive* \ *negative* but not overwhelming.

***Table \ chart \ diagram***

- (... *smth*) is demonstrated in *Table 1*.
- It is clear (*from Table*) that ... .
- *Table (5)* shows ... \ *Table 5* presents the median and range of change for ... .
- *Figure 1* provides an overview of ... \ *Figure 5* illustrates ... .
- After the intervention, most students retained ..., however the overall balance shifted towards (*doing...*), with more learners (*doing smth*) .

- What becomes immediately apparent is that ... .
- As the majority of students were ... , this suggests that ... .
- Finally, ... \ Lastly, observing *Figure 2*, it is clear that ... .
- There was a rough balance between ... .
- From the results displayed in *Figure 1* and the statistical analyses conducted, the following key findings were identified: ... .
- According to *Figure 4*, we can see that ... .
- Most importantly, when looking at the patterns shown by ... .
- Contrary to our expectations, ... .
- No considerable differences are found in ... .
- The results indicate that ... .
- *Table 1* reports the per cent correct on ... .
- The revised *table (Table 2)* shows a noticeable reduction in the difference between ... .
- For the sake of clarity, ...
- The results when compared demonstrate that ... .
- Once again, the results show that ... .
- In *Table 5* the percentage of *smth* ranged from 50 % to 10% ... .
- The results are shown on *Table 1* below, ... \ Looking at *Figure 1*, it can be seen that ... .
- Taking this into account, the data show that, ... .
- To analyze the data collected through the questionnaire, a pie chart was created to represent the result for each question by itself.
- First question was ... .
- Apart from the oral feedback they gave on *smth* ... .
- As presented above, not all of the data was normally distributed and there were some outliers.

- The *most diverse* responses came from the statement ‘.... ’, where answers were spread quite evenly *across four of the groups*, but with *eight participants* still maintaining they neither agreed nor disagreed.

### **Questionnaire**

- To collect data from the students (*We*) created (*three*) questionnaires – ...
- *We* then analysed the responses and identified the most frequent.
- As mentioned previously, initial questionnaires were completed, written comments on feedback forms were collected, a plenary discussion was recorded each week ... .
- All the questions related to (*smth*) ... were discussed during the class interview, as it was quite hard for students ... (*to do smth*).
- As a qualitatively oriented study we were not aiming to speak to large numbers of people.
- In this first section I will outline the main findings of the *initial listening questionnaire* ... .
- The first quiz, ... (*name it*), was taken before and after ... .
- The *questionnaire* was designed for a number of reasons.
- The interviews were held in ... with ... .
- The classroom observations were conducted at ... . \ The focus group interviews were held at .... . \ The fourth and final stage of data collection was ... held in ... .
- The baseline interview schedule was developed using ... .
- This made a considerable improvement to the quality of feedback ....
- This provided a better picture about ... and helped to establish a possible correlation between strategy use and achievement of aims.
- Some questions were changed in order to ... .
- Other questions were turned into *a ranking task*, in which students were given ... (*smth.*).
- The interview with the control group revealed that ... .



- The students were in agreement that ... .
- However, when questioned about ... , one student added that ... .
- Clearly, ... .
- Also, the questionnaire's results illustrate .... .
- *Question c* proved to be the only one that elicited any kind of negative response.
- To ensure more objectivity, before the interview, the learners were advised that their comments were not going to affect the way the teacher felt about them or their progress.
- This was deliberately emphasised, ... .
- However, I tend to believe that ... .
- The next question is whether ... .
- We might expect that, if there were significant differences in ... , then this might lead to ...
- The quizzes reflected overall slightly higher achievement for ... .
- To determine the answer to this question, it was necessary to issue ... .

### **Stating what you found**

- These tests revealed / showed / highlighted that ...
- Strong / Some / No evidence of X was found ...
- Interestingly / Surprisingly / Unexpectedly, for high values of X, Y was found ..
- On average / Generally speaking / Broadly speaking, we found values for X of ...
- Further analysis / analyses / tests / examinations / replications showed that ...

### **Stating what you did not find**

- No significant difference / correlation was found / identified / revealed / detected / observed / highlighted between ....
- The analysis did not show / reveal / identify / confirm ...

- With a few exceptions, our results show ...

### **Highlighting significant results and achievements**

- The most striking / remarkable result to emerge from the data is that ...
- It is interesting / crucial / important / fundamental to note that ...
- In our view the result emphasizes the *validity of our model*.
- This result has further strengthened our confidence in X / conviction that X is / hypothesis that X is ...
- Our technique shows a clear / clearly has an advantage over ...
- This underlines / highlights / stresses / proves / demonstrates *just how important X is*. This finding confirms / points to / highlights / reinforces / validates the usefulness of X as a ...
- Our study provides additional support for / further evidence for / considerable insight into X.
- These results extend / further / widen our knowledge of X.
- These results offer compelling / indisputable / crucial / overwhelming / powerful / invaluable / unprecedented / unique / vital evidence for ...

### **Conclusions**

In conclusion section you summarize the results highlighting the achievements.
--

### **Useful Phrases**

#### **Announcing your conclusions and summarizing content**

- In conclusion / In summary / In sum / To sum up, our work ...
- Our work has led us to conclude / the conclusion that ...
- We have presented / outlined / described ...
- In this paper / study / review we have ...
- This paper has investigated / explained / given an account of ...

#### **Restating the results**

- The results / findings of this study indicate / support the idea / suggest that ...

- In general, / Taken together, these results suggest / would seem to suggest that ...

### **Highlighting achievements**

- Our research / This paper has highlighted / stressed / underlined the importance of ...
- We have managed to do / succeeded in doing / been able to do / found a way to do X.
- We have found an innovative / a new / a novel / a cutting-edge solution for ...
- We have obtained accurate / satisfactory / comprehensive results proving / demonstrating / showing that ...
- We have confirmed / provided further evidence / demonstrated that ...
- Considerable progress has been made / insight has been gained with regard to ...
- Taken together, these findings suggest / implicate / highlight a role for X
- The strength / strong point / value / impact / benefit / usefulness / significance / importance of our work / study / contribution lies in ... X provides a powerful tool / methodology for ...
- Our investigations into this area are still ongoing / in progress and seem likely to confirm our hypothesis.
- These findings add to a growing body of literature on / substantially to our understanding of X

### **Reference list**

The listing of all sources used in your project is found in the reference list, which is the last page or part of a project. Included in this reference list are all of the sources you quoted or paraphrased in the body of your paper. This means that every reference found in the reference list should have a matching in-text or

parenthetical citation in your project. Where there is one, there has to be the other. Here are general guidelines:

- Your reference page should be titled "References"
- Place the title in the **center** of the page and **bold** it.
- It is not necessary to include personal communications in the reference list, such as personal emails or letters. These specific sources only need in-text citations, which are found in the body of your project.
- All references are listed in alphabetical order by the author's last name.
- If you have two sources by the same author, place them in order by the year of publication.

**Example:**

Thompson, H. S. (1971). *Fear and loathing in Las Vegas: A savage journey to the heart of the American dream*. Random House.

Thompson, H. S. (1998). *The rum diary*. Simon & Schuster.

If there are multiple sources with the same author AND same publication date, place them in alphabetical order by the title.

**Example:**

Dr. Seuss. (1958). *The cat in the hat comes back*. Random House.

Dr. Seuss. (1958). *Yertle the turtle*. Random House.

If a source does not have an author, place the source in alphabetical order by the first main word of the title.

## In Text Citation and Reference List Entry

Material Type	In Text Citation	Reference List Entry
<b>Books</b>		
Book: Including Page Numbers	(Wells, 2009, pp. 225-226)	Wells, A. (2009). <i>Metacognitive therapy for anxiety and depression</i>
Book: Single Author	(Matthews, 1999)	Mathews, J. (1999). <i>The art of childhood and adolescence: The construction of meaning</i> . Falmer Press.
Book: Two Authors	(Colcough & Colcough, 1999)	Colcough, B., & Colclough, J. (1999). <i>A challenge to change</i> . Thorsons.
Book: 3-20 Authors	(Rosenthal et al., 2000)	Rosenthal, R., Rosnow, R. L., & Rubin, D. B. (2000). <i>Contrasts and effect sizes in behavioral research: A correlational approach</i> . Cambridge University Press.
Book: More than 20 Authors	(Author et al., Year)	Include the first nineteen authors' names, then insert three ellipses and follow with the final author's name.
Book: Different Works by Same Author in Same Year	Kubler-Ross, 1993a) (Kubler-Ross, 1993b)	Kuber-Ross, E. (1993a). <i>AIDS: The ultimate challenge</i> . Collier Books. Kuber-Ross, E. (1993b). <i>Questions and answers on death and dying</i> . Collier Books.
Book: Organisatio n as Author	(American Educational Research Association, 1985)	American Educational Research Association. (1985). <i>Standards for educational and psychological testing</i> . American Psychological Association.
Book: Governme nt Agency as Author	(Australia. Department of Health and Aged Care, 1998)	Australia. Department of Health and Aged Care. (1999). <i>Mental health: A report focusing on depression</i> , 1998. AGPS.
Book: No Author	(The Blackwell Dictionary of Cognitive Psychology, 1991)	<i>The Blackwell dictionary of cognitive psychology</i> . (1991). Blackwell.

Book: Editor	(Snyder, 1999)	Snyder, C. R. (Ed.). (1999). <i>Coping: The psychology of what works</i> . Oxford University Press.
Book: 2 or More Editors	(Binstock & George, 1990)	Binstock, R. H., & George, L. K. (Eds.). (1990). <i>Handbook of aging and the social sciences</i> (3rd ed.). Academic Press.
Book: Different Editions	(Howitt & Cramer, 2008)	Howitt, D., & Cramer, D. (2008). <i>Introduction to research methods in psychology</i> (2nd ed.). Prentice Hall.
<b>Conference Papers</b>		
Paper Presentation from the Internet	(Balakrishnan, 2006)	Balakrishnan, R. (2006, March 25-26). <i>Why aren't we using 3d user interfaces, and will we ever?</i> [Paper presentation]. IEEE Symposium on 3D User Interfaces, Alexandria, VA. <a href="https://doi.org/10.1109/VR.2006.148">https://doi.org/10.1109/VR.2006.148</a> .
Unpublished Paper Presentation	(Brown & Caste, 1990)	Brown, S., & Caste, V. (2004, May). Integrated obstacle detection framework [Paper presentation]. IEEE Intelligent Vehicles Symposium, Detroit, MI..
Paper Presentation in Print Proceedings	(Rowling, 1993)	Rowling, L. (1993, September). Schools and grief: How does Australia compare to the United States [Paper presentation]. In <i>Wandarna coowar: Hidden grief</i> . 8th National Conference of the National Association for Loss and Grief (Australia), Yeppoon, Queensland (pp. 196-201). National Association for Loss and Grief.
<b>Datasets</b>		
Dataset	(Ryff et al., 2019)	Ryff, C., Almeida, D., Ayanian, J., Binkley, N., Carr, D. S., Coe, C., Davidson, R., Grzywacz, J., Karlamangla, A., Krueger, R., Lachman, M., Love, G., Mailick, M., Mroczek, D., Radler, B., Seeman, T., Sloan, R., Thomas, D., Weinstein, M., Williams, D. (2019). <i>Midlife in the United States (MIDUS 3), 2013-2014 (ICPSR 36346)</i> [Dataset]. <a href="https://doi.org/10.3886/ICPSR36346.v7">https://doi.org/10.3886/ICPSR36346.v7</a>

Dataset Repository	(University of Michigan, Institute for Social Research, 2019)	University of Michigan, Institute for Social Research. (2019). <i>Consortium for political and social research (ICPSR)</i> . <a href="https://www.icpsr.umich.edu/icpsrweb/ICPSR/">https://www.icpsr.umich.edu/icpsrweb/ICPSR/</a>
Dataset Deposit Record	(Theure & Gentaz, 2018)	Teure, A., & Gentaz, E. (2018). <i>Data from: The regulation of emotions in adolescents: age differences and emotion-specific patterns</i> [Dataset]. <a href="https://doi.org/10.5061/dryad.n230404">https://doi.org/10.5061/dryad.n230404</a> . Referenced in <a href="https://doi.org/10.1371/journal.pone.0195501">https://doi.org/10.1371/journal.pone.0195501</a>
Dataset Description Article	(Lemaignan et al., 2018)	Lemaignan, S., Edmunds, C.E.R., Senft, E., & Belpaeme, T. (2018). The PInSoRo dataset: Supporting the data-driven study of child-child and child-robot social dynamics. <i>PLoS ONE</i> , <i>13</i> (10), Article e0205999+. <a href="https://doi.org/10.1371/journal.pone.0205999">https://doi.org/10.1371/journal.pone.0205999</a>
<b>E-books</b>		
E-book	(Eckes, 2000)	Eckes, T. (2000). <i>The developmental social psychology of gender</i> . Lawrence Erlbaum Associates. <a href="https://prospero.murdoch.edu.au:443/record=b1600608">https://prospero.murdoch.edu.au:443/record=b1600608</a>
Chapter from an E-book	(Jones & Gagnon, 2007)	Jones, N. A., & Gagnon, C. M. (2007). The neurophysiology of empathy. In T. F. D. Farrow & P. W. R. Woodruff (Eds.), <i>Empathy in mental illness</i> . Cambridge University Press. <a href="https://prospero.murdoch.edu.au:443/record=b2130403">https://prospero.murdoch.edu.au:443/record=b2130403</a>
Article from an Electronic Reference Work: No author	("Alka-Seltzer", 2019)	Alka-Seltzer. (2019). In <i>MIMS online</i> . MIMS Australia. <a href="http://www.mimsonline.com.au">http://www.mimsonline.com.au</a>

## E-journals

Journal Article with a DOI	(Vogels et al., 2009)	Vogels, A. G. C., Crone, M. R., Hoekstra, F., & Reijneveld, S. A. (2009). Comparing three short questionnaires to detect psychosocial dysfunction among primary school children: a randomized method. <i>BMC Public Health</i> , 9, 489. <a href="https://doi.org/10.1186/1471-2458-9-489">https://doi.org/10.1186/1471-2458-9-489</a>
Journal Article with a DOI: More Than 20 Authors and Including Page Number	(Wiskunde et al., 2019, p. 1936)	Wiskunde, B., Arslan, M., Fischer, P., Nowak, L., Van den Berg, O., Coetzee, L., Juárez, U., Riyaziyyat, E., Wang, C., Zhang, I., Li, P., Yang, R., Kumar, B., Xu, A., Martinez, R., McIntosh, V., Ibáñez, L. M., Mäkinen, G., Virtanen, E., . . . Kovács, A. (2019). Indie pop rocks mathematics: Twenty One Pilots, Nicolas Bourbaki, and the empty set. <i>Journal of Improbable Mathematics</i> , 27(1), 1935–1968. <a href="https://doi.org/10.0000/3mp7y-537">https://doi.org/10.0000/3mp7y-537</a>
Journal Article with a URL	(Ahmann, 2018)	Ahmann, E., Tuttle, L. J., Saviet, M., & Wright, S. D. (2018). A descriptive review of ADHD coaching research: Implications for college students. <i>Journal of Postsecondary Education and Disability</i> , 31(1): 24-58. <a href="https://www.ahead.org/professional-resources/publications/jped/archived-jped/jped-volume-31">https://www.ahead.org/professional-resources/publications/jped/archived-jped/jped-volume-31</a>
Journal Article with an Article Number	(March & Springer, 2019)	March, E., & Springer, J. (2019). Belief in conspiracy theories: The predictive role of schizotypy, Machiavellianism, and primary psychopathy. <i>PLoS One</i> , 14(12): Article e0225964. <a href="https://doi.org/10.1371/journal.pone.0225964">https://doi.org/10.1371/journal.pone.0225964</a>
Journal Article from a URL and Including Paragraph	(Munro, 1999, para. 12)	Munro, C. (1999). Facing grief. <i>Synergy</i> , 3(3). <a href="http://about.murdoch.edu.au/synergy/0303/grief.html">http://about.murdoch.edu.au/synergy/0303/grief.html</a>



Number		
<b>Images</b>		
Image, Photograph or Artwork from a Book	(Leibovitz, 1996, p. 72)	Leibovitz, A. (1996). <i>Olympic portraits</i> . Little Brown.
Reproduction in a Book	(Bedford, 2001, p. 154)	Bedford, P. (2001). Dingo dreaming [ochre on canvas]. Reproduced in McCulloch, S., & McCulloch Childs, E. (2008). <i>McCulloch's contemporary Aboriginal art: The complete guide</i> (p.154). McCulloch & McCulloch Australian Art Books.
Image from a Book Chapter	(Ardagna et al., 2008, Figure 1)	Ardagna, C. A., Damiani, E., Frati, F., & Madravigio, M. (2007). Open-source solution to secure e-government services. In A-V. Anttiroiko & M. Malkia (Eds.), <i>Encyclopedia of digital government</i> (pp. 1300-1305). Idea Group Reference. <a href="http://www.igi-global.com/">http://www.igi-global.com/</a>
Image from a Journal Article	(Yeh & Xu, 2010, Table 1)	Yeh, Q-J., & Xu, X. (2010). The effect of Confucian work ethics on learning about science and technology knowledge and morality. <i>Journal of Business Ethics</i> , 95, 111-128. <a href="https://doi.org/10.1007/s10551-009-0352-1">https://doi.org/10.1007/s10551-009-0352-1</a>
Image from a Newspaper	(Leunig, 1995, p. 24)	Leunig, M. (1995, July 27). Thoughts of a baby lying in a child care centre. <i>The Sydney Morning Herald</i> , p. 24.
Image from a Database	(Kessel, 1995, 10:10)	Kessel, M. (Director). (1995). <i>The making of a monologue: Robert Wilson's Hamlet</i> [video,1:02:18 mins]. Cinema Guild.
Online Image/Art work	(Nolan, 1946)	Nol Notan, S. (1946). <i>The encounter</i> [enamel paint on composition board]. National Gallery of Australia. <a href="http://cs.nga.gov.au/Detail.cfm?IRN=28938">http://cs.nga.gov.au/Detail.cfm?IRN=28938</a>

Online Map	(Google Maps, 2015)	Google Maps. (2015, February 5). <i>The British Library, London, UK</i> . Google. <a href="https://www.google.com.au/maps/place/The+British+Library/@51.529972,-0.127676,17z/data=!3m1!4b1!4m2!3m1!1s0x48761b3b70171395:0x18905479de0fdb25">https://www.google.com.au/maps/place/The+British+Library/@51.529972,-0.127676,17z/data=!3m1!4b1!4m2!3m1!1s0x48761b3b70171395:0x18905479de0fdb25</a>
Original Image/Art work (Viewed in a Gallery or Collection)	(Angus, 2006)	Angus, J. (2006). <i>Gorilla, gorilla, gorilla</i> [wood veneers, nylon]. Art Gallery of Western Australia.
<b>Internet Documents</b>		
Electronic Document	(Murray, 2005)	Murray, G. (2005). <i>A duty of care to children and young people in Western Australia: Report on the quality assurance and review of unsubstantiated allegations of abuse in care: 1 April 2004 to 12 September 2005</i> . Western Australia, Department of Child Protection. <a href="http://www.community.wa.gov.au/NR/rdonlyres/851183A4-A822-4592-AB66-C410E453AEEC/0/DCDRPTGwennMurrayreportwithcover2006.pdf">http://www.community.wa.gov.au/NR/rdonlyres/851183A4-A822-4592-AB66-C410E453AEEC/0/DCDRPTGwennMurrayreportwithcover2006.pdf</a>
Government Publication	(Australia. Department of Health and Aged Care, 2000)	Australia. Department of Health and Aged Care. (2000). <i>National youth suicide prevention strategy</i> . <a href="http://www.health.gov.au/hsdd/mentalhe/sp/nysps/about.htm">http://www.health.gov.au/hsdd/mentalhe/sp/nysps/about.htm</a>
Whole Internet Site	(Goldberg, 2000)	Goldberg, I. (2000). <i>Dr. Ivan's depression central</i> . <a href="http://www.psycom.net/depression.central.html">http://www.psycom.net/depression.central.html</a>
<b>Journal Articles</b>		
Journal Article in	(Kyratsis, 2004)	Kyr Kuratsis, A. (2004). Talk and interaction among children and the co-construction of peer groups and peer culture. <i>Annual Review</i>

Print		<i>of Anthropology</i> , 33(4), 231-247.
Journal Article in Print Including Page Number	(Parker & Roy, 2001, p. 574)	Parker, G., & Roy, K. (2001). Adolescent depression: A review. <i>Australian and New Zealand Journal of Psychiatry</i> , 35, 572-580.
Journal Article in Print with 3-20 Authors	(Zhang et al., 2006)	Zhang, B., Cohen, J., Ferrence, R., & Rehm, J. (2006). The impact of tobacco tax cuts on smoking initiation among Canadian young adults. <i>American Journal of Preventive Medicine</i> , 30(6), 474-479.
<b>Newspaper Articles</b>		
Newspaper Article in Print	(Kissane, 1998)	Kissane, K. (1998, September 5). Kiss or kill: Who is the victim when a battered woman kills? <i>The Age: Extra</i> , p. 6.
Newspaper Article with URL	(Devlin, 2010)	Delvin, H. (2010, January 28). Neuron breakthrough offers hope on Alzheimer's and Parkinson's. <i>The Times</i> . <a href="http://www.timesonline.co.uk/tol/news/science/medicine/article7005401.ece">http://www.timesonline.co.uk/tol/news/science/medicine/article7005401.ece</a>
Newspaper Article from Factiva	(Delalande, 2019)	Delalande, J. (2019, October 26). Our teens struggle the most. <i>The West Australian</i> , p. 32. Factiva. <a href="https://global-factiva-com.libproxy.murdoch.edu.au/ha/default.aspx#!?&amp;_suid=1576141953014019681669927131606">https://global-factiva-com.libproxy.murdoch.edu.au/ha/default.aspx#!?&amp;_suid=1576141953014019681669927131606</a> .
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Podcast	(Robertson, 2010)	Robertson, R. (Speaker). (2010). <i>Leadership at the bottom of the earth...where no one hears you scream, 2010 Sir Walter Murdoch lecture</i> [Audio podcast]. Murdoch University. <a href="https://lectures.murdoch.edu.au/lectopia/lectopia.lasso?ut=1369&amp;id=71101">https://lectures.murdoch.edu.au/lectopia/lectopia.lasso?ut=1369&amp;id=71101</a>

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## Appendices

An appendix may include a reference section for the reader, a summary of the raw data or extra details on the method behind the work.

The following **tips** will help you to make appendices to your research:

- **Include raw data.** The appendix should be a space where you can include raw data that you collected during your research for your paper or essay. You should include any raw data that you feel will be relevant to your paper, especially if it will help to support your findings. Only include raw data on information that you refer to or discuss in your paper, as you want to make sure the data feels relevant for your reader. Raw data may include sample calculations that you refer to in the body of the paper as well as specialized data that expands on data or information you discuss in the paper. Raw statistical data can also be included in the appendix. You may also include contributory facts from other sources that will help to support your findings in the paper. Make sure you properly cite any information you are pulling from other sources.
- **Put in supporting graphs, charts, or images.** The appendix should also include visual supporting documents, such as graphs, charts, images, maps, drawings or photographs. Only put in visuals that will support your findings in your paper. You may include graphs or charts you have created yourself or graphs or charts from another source. Make sure you properly cite any visuals that are not your own in the appendix.
- **Add in interview transcripts or surveys.** The appendix should also include transcripts of any interviews or surveys you conducted as part of your research. Make sure the transcripts cover the entire interview, including interview questions and answers. You may include photocopies of surveys written on by hand or saved copies of surveys completed online. You should also include any correspondences you had with

subjects in your research, such as copies of emails, letters, or notes written to or from your research subjects.

- **Enumerate appendices** with the help of alphabet letters (e.g. Appendix **A**, appendix **B**, appendix **C**, etc.)



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