

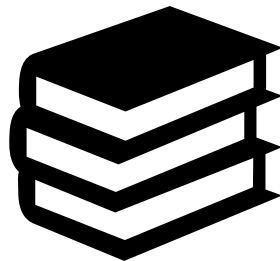
Example: Referencing

Referencing can be a confusing process.

If you have trouble understanding referencing and bibliographies, please **follow this simple guide** which will make the whole procedure a lot easier for you!

1. As you research for your essay, **write down the details of your sources in your notes**. This includes:

- The **name of the author**.
- The **title of the source**.
- The **date the source was published**.
- The **place the source was published**.
- **Who published it** – e.g. Random House, Oxford University Press, etc.

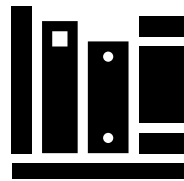


2. As you write your essay, you will probably use **direct quotes** that you have taken from your research sources. This is good practice, but **you must reference these with in-text citations within the actual essay and a reference list at the end of your essay**.

- In-text citations **show the person reading your essay who it was that made the quote originally, and what page(s) of their work the quote can be found on**.
- The reference list at the end of your essay **shows the person reading your essay the full source list where you got your quotes and other material from**.

3. After you have finished your essay, including the in-text citations and the reference list, **you must add a bibliography**. The bibliography comes after the reference list.

- A bibliography is a list of **all the research material you have used to inform your work**. Not all of the material you have used will be directly quoted in your work, but if you used it for research, you must show this.



Over the next few pages you will find an example on how to reference and use a bibliography.

There are notes in the text boxes near the highlighted sections which help identify the different elements of referencing within an essay. Please take note of these and try to replicate this formula in your own essays.

Keep a hold of this document. Feel free to use it as a guide every time you write.

Please do not copy this work – every essay is different, and you will have your own sources and your own ideas.

1.1 Analyse theories, principles and models of learning

Learning is a complex function of the brain and there are many theories and models which strive to describe and explain the activity so that we can enhance and develop our learning and teaching abilities. However, due to the complexity and multi-faceted dimensions involved in learning, the models lie side by side and may appear contradictory. For teachers, it is important to consider and apply elements of each to fulfil the role of an educator.

One such theory regarding learning is Behaviourism. Roeckelein (1998, p.407) outlines the ideas devised by Thorndike, who proposed two principles of Behaviourism, including the 'law of effect' which says that as satisfaction or discomfort rise or decline, so too does the increase or weakening of strength in the learning bond.

Here, information has been taken from Roeckelein – in parenthesis (brackets) the date of the work and the page on which the information was sourced is noted, so that the reader of your essay can check the original source work if they wish. It also shows that Roeckelein did this research; in other words, crediting them for it.

The second element Thorndike proposed was the 'law of exercise' which claims that greater the number of responses given, the greater the chance that the same response will recur in the future. These ideas formed the basis for much teaching in schools during the 50s, 60s and 70s and classroom activities rotated heavily around drilling, practising and priming students for correct responses with little application of individual ideas. The emphasis was on repetition and students were not expected to intellectually grasp the 'whys' and the 'hows' of exercises.

Another popular learning theory is Cognitivism. Cognitivism contrasts to Behaviourism as it places emphasis on the inward workings of the mind rather than the outward evidence of learning. This theory gives credit to the capabilities of the brain to take information and develop ideas without necessarily showing immediate outward proof of learning having taken place. Take, for example, the planting of a seed in the ground. Though the naked eye may not see the seed crack open and its root push

through into the soil, that is nevertheless what is happening. Eventually, the plant will be seen to emerge from the ground. Therefore, it is clear that the absence of visible and immediate results is not an indication that nothing is actually happening.

Furth and Wachs (1975, p.20) highlight the importance in the depth of learning opportunities that teachers provide in the cognitivist tradition, saying,

"Piaget makes two things very clear; first, the difference between knowing a word (word knowledge) and comprehending a situation (intelligence). While the behaviourist model leans towards presenting information without context, Piaget sees the need to deepen the level of knowledge and therefore the opportunity for the brain to work on it, in order to increase the level of learning potential."

Here, the essay is sourcing work by Furth and Wachs, again showing the year and the page number of the original work.

The direct quote is in double quotation marks, to show that it is someone else's words.

Here, the essay is sourcing work by David (this is the author's surname). This time, because the direct quote has been used but we have not referenced David in the text, we put the author's surname and the year in parentheses at the end of the quote.

Again, the direct quote is in double quotation marks, to show that it is someone else's words.

Humanism is another learning theory to be aware of as an educator or trainer. "Humanism, a paradigm that emerged in the 1960s, focuses on the human freedom, dignity, and potential" (David, 2015). It focuses on the idea that each student is an individual who is control of his/her own destiny, who has the right and potential to grow and develop through their experiences, and who has the right to dignity. It claims that we strive to know right from wrong, discovering falsehoods through our learning, and that we should be allowed to flourish at our own pace and in our

own ways. The emphasis of this model is to create a learning environment which allows maximum autonomy and the teacher takes of the role of facilitator.

Here is the reference list.

This is a list of sources you have directly used in your essay.



References

David, L. (2015) "Humanism" in *Learning Theories*. Available at: <https://www.learning-theories.com/humanism.html>

Furth, H.G., and Wachs, H. (1975) *Thinking Goes to School: Piaget's Theory in Practice*. USA: Oxford University Press.

Roeckelein, J.E. (1998). *Dictionary of Theories, Laws, and Concepts in Psychology*. USA: Greenwood Press.

Here is the bibliography.

This is a list of sources you have used to inform your essay as part of your research, although they may not appear directly in your work.



Bibliography

Bates, B. (2016) *Learning Theories Simplified*. UK: Sage.

David, L. (2015) "Humanism" in *Learning Theories*. Available at: <https://www.learning-theories.com/humanism.html>

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