WRITING A BIBLIOGRAPHY

WHAT IS A BIBLIOGRAPHY? WHAT DOES 'CITATION' MEAN?

As the focus of the extended essay is research, you are going to be using the ideas of other people to inform your own ideas. So it is important that you acknowledge those people. To do this you need to state in your essay whenever you have used someone else's ideas (**citation**) and at the end you need to provide a formal list of those resources (**a bibliography**).

You will already have different amounts of information on and understanding about this. This lesson is to ensure everyone understands what is required.

CITING IN THE TEXT

There are two situations here.

1. When citing ideas you just need to acknowledge the author and the date of publication.
2. When it is a direct quote, a page number is also required. If it is a short quote then quotation marks are used, otherwise it is indented.

However, there are certain formalities used when we acknowledge the use of other people's materials.

Look at the examples below to see how we do this.

(The full bibliography listing is given at the end of the section.)

A short quote from the author where the author's name fits naturally in the text
Dhunpath (2000, p.546) states: "The focus is not on the factual accuracy of the story constructed, but on the meaning it has for the respondent."

A short quote from the author where the author's name does not fit naturally in the text
"The focus is not on the factual accuracy of the story constructed, but on the meaning it has for the respondent" (Dhunpath 2000, p.546).

An idea from a text that is cited from elsewhere that fits naturally in the text
One of the key areas that researchers have linked to hegemonic masculinity is sport. Waldo et al. (1998 cited Carragher & Rivers 2002, p.467) have suggested that gender atypical behaviours such as disliking sports are perceived as not being masculine and their research suggests that many would be easily identified by peers and teachers as not fitting a typical mould.

An idea from the author where the author's name fits naturally in the text

While Ashley (2003) alludes to the fact that there is a perceived need for boys to fit in with narrow macho stereotypes which requires that boys exclude themselves from any activities that are popular with girls.

An idea from the author where the author's name does not fit naturally in the text

Life histories are narrative self-disclosures about life experience and in this approach the researcher asks the respondent to provide their ideas and experiences regarding a specific theme, either orally or in writing (Polit & Hungler 1987).

A long quote from the author that does not fit naturally in the text

Kimmel & Mahler (2003) believe that American boys are expected to fight and back this up by stating:

> Boys engage in strategies to prove they are not gay: homophobic violence, bullying, menacing other boys, masochistic or sadistic games and rituals, and excessive risk taking (drunk or aggressive driving). (Kimmel & Mahler 2003, p.1446)

An idea from a source with more than two authors

It is the degree to which the young men can negotiate and navigate the multiple, complex, and yet simultaneously often narrow, gendered pathways available (Kehler et al. 2005)

Here is an example of a full bibliography:

Bibliography

Ashley, M., 2003. Primary School Boys' Identity Formation and the Male Role Model: An Exploration of Sexual Identity and Gender Identity in the UK Through Attachment Theory. Sex Education, 3 (3), 258-270.

Carragher, D. J. & Rivers, I., 2002. Trying to Hide: A Cross-National Study of Growing Up for Non-Identified Gay and Bisexual Male Youth. Clinical Child Psychology and Psychiatry 7(3), 457-474.

Dhunpath, R., 2000. Life History Methodology: "Narradigm" Regained. Qualitative Studies in Education, 13, 543-551.

Kehler, M.D., Davison, K.G. & Frank, B., 2005. Contradictions and Tensions in the Practice of Masculinities in School: Interrogating Embodiment and 'Good Buddy Talk'. Journal of Curriculum Theorizing, 21 (4), 59-72.

Kimmel, M. S., & Mahler, M., 2003. Adolescent Masculinity, Homophobia and Violence. American Behavioural Scientist, 46 (10), 1439-1458.

Polit, D. & Hungler, B., 1993. Essentials of Nursing Research. Methods, Appraisal and Utilization. 3rd ed. Philadelphia: Lippincott.

DEVELOPING A BIBLIOGRAPHY

In the Extended Essay you must make a note of each resource you use and from this you create your bibliography.

An entry needs to be made in your bibliography for each and every item you use in your essay. This is necessary if you use a direct quote from a source or if you discuss someone else's ideas or views. As you saw from the exercise on correcting citations, putting someone else's ideas in your own words does not mean it is now your idea. This still has to be acknowledged in the bibliography.

Bibliographical entries should follow a recognized system of citation or referencing style. You can use a web-based citation tool such as EasyBib, Noodletools, Son of Citation Machine or Citethisforme. Most of these are either free or offer some free services. (As you develop your text, add any references to a bibliography in your text, so you are not just relying on a web-based free service to store your references.) There is also a reference facility included in Microsoft Word, in both the PC and Mac versions.

Whatever you use, it is helpful to be aware of elements of a reference or citation that is common to all referencing systems, because you need to select that information for the citation systems.

Always include the following information in your bibliography:
- Author
- Date
- Title
- Place of publication/web-address or URL
- Publisher

Make sure that you follow the same format for citations. For example, if you use the Harvard style of citation the basic order is:

Author-Date-Title-Place of publication-Publisher

For works of art, put the museum or place where it is kept, plus the city instead of place of publication and publisher.

Author(s)

The author can be an individual, more than one person, an organization, a painter, an email writer. Basically, the person who created the source of information. If you can't find an author's name (say for a website, use the title to begin the bibliography entry or citation).

Date/year of publication

For print items, get the date of publication from the copyright details on the back of the title page of the book. If there is more than one date, use the latest date. Sometimes, it is difficult to find a date on a website – though always try the home page.

Using emails

The sender of the email is the author, so is listed first.

Using images

Be careful about using images in your essay, as you may have to contact the image-maker to get permission. Try to use sites that publish their content under a Creative Commons license basis, allowing you to freely use and adapt their resources.

If you do an interview

If you carry out an interview for your EE, the person who you're interviewing is the "author". Your name should appear as the interviewer.

Journals/magazines/periodicals

For these regularly-issued print items, the issue and/or volume numbers are important, and you make a note of these after the title of the journal, which should be typed in italics.

Order of bibliography

It is alphabetical according to the author name. All one sequence, irrespective of format.

Using a video on YouTube

The "author" is the person who posted the video.

TASK: Checking Citations

In the text below you will find extracts from a journal article. However, there are errors in how the citation has been done. Check through each citation and see if you can spot the errors.

Example article extract

Reflection on what is implied by 'international' with reference to international education and international schools.
B Roberts 2012 International School Journal, 31(2), 69 – 76

Background
According to Leach (1969) cited in Cambridge & Thompson nationalism can be considered to be one of the greatest dividers of humankind and Blackburn cited in Cambridge & Thompson (2004, P.163), proposed that "education must be used as a tool to breakdown the barriers of race, religion and class which separate our students."

There is currently an emphasis on education as the essential vehicle for citizenship and responsible parenthood and that education is now less about national identity, stating that of the 188 different countries that belong to the United Nations only about 20 have claim to be 'nation states' as these are the only ones that contain within their boundaries people of common descent, language and history - Walker 2000. Hence the indication of this is that international education is important for all and that there could be lessons to be learned from it. Ultimately, Walker (2000 P.202) believes:

"International education celebrates diversity and ensures that every act, every symbol, every exchange involving teachers, administrators, students and parents reinforces the belief that, in the end, human diversity is an enrichment and source of strength."

What it Means to 'Be International'
This paper will now examine what is meant by the word 'international' and the related terms internationalist, internationalism and international-mindedness. These terms are widely used in mission statements by both national and international schools, but as past research shows, unsurprisingly, they do not necessarily have one clear meaning. For example, McKenzie (1998) argues that the word "international" in international schools is used with 5 different meanings.

Non-national (not subject to the requirements or standards of any particular national education system), pan-national (seeking to build bridges between countries), ex-national (in the sense of internationally mobile expatriates), multi-national (as in the context of curriculum, which draws from a number of national education systems) and trans-national (in the sense that it leads to a certificate which allows students to 'cross educational borders with the same ease that a valid passport permits movement from one country to another') (cited in Hayden et al. (2000, P.107)).

Cambridge & Thompson (2004, P.164) takes a slightly different approach and suggests that there are three different approaches to the application of internationalism in the field of education:
1. unilateral internationalism, such as a country concerned chiefly with the education of its own personnel away from home in a different country.
2. bilateral internationalism, such as exchange between and among students of two countries; and
3. multilateral internationalism, requiring funding from at least three national sources, no one of them dominant.

Originally written by Leach (1969).
…

Hayden + others (2000) found that in the questionnaire used in their research that a positive response to the question 'in order to be international it is necessary not to be narrow minded' is rated most highly by students and in the top three for teachers.
…

Cambridge/Thompson (2004) propose that 'being international', as currently practised, is the reconciliation of a dilemma between ideological and pragmatic interests. The ideological 'internationalist' current of international education may be identified with a progressive view of education that is concerned with the moral development of the individual by attempting to influence the formation of positive attitudes towards peace, international understanding and responsible world citizenship. James Cambridge & Geoff Thompson (2004, P. 167) who state: "International education may be viewed as a means of changing the world by increasing international understanding through bringing young people together from many different countries." The pragmatic 'globalist' current of international education may be identified with the process of economic and cultural globalisation, expressed in terms of satisfying the increasing demands for educational qualifications that are portable between schools and transferable between education systems and the spread of global quality standards through quality assurance processes such as accreditation.

In the research by Hayden & Thompson (1998, P.667) they claim that the more 'ideologically based ' dimensions of an international curriculum such as tolerance, considering issues from more than one perspective and that all cultures are equally valid were considered important by the respondents of their research. These are all attributes that should influence students to have positive attitudes towards other cultures, but do not necessarily stem from the student population or from the curriculum. This is backed up by the quote: "Both students and teachers appear to believe that it is possible to be firmly rooted in one national system and culture with strong individual views and yet still be international." There is an immediate indication from this that an international school is as much defined by its philosophy as by its physical attributes (Hayden + others, P.113).

Bibliography

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Cambridge, J. & Thompson, J. (2004). "Internationalism and Globalisation as Contexts for International Education." Compare 34(2): 161-174.

Hayden, M.C., Rancic, B.A., & Thompson, J.J. (2000). "Being International: Student and Teacher Perceptions from International Schools." Oxford Review of Education 26: 107-123.

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Mc Kenzie, M. (1998). Going, Going, Gone … Global! In. M.C. Haden and J.J. Thompson, eds. International Education: Principles and Practice. London: Kogan-Page, 242-252.

Walker, G. (2000). International Education: Connecting the National to the Global. In. M. Hayden & J. Thompson, eds. International Schools and International Education. Improving Teaching, Management and Quality. London: Kogan-Page, 193-204.

TASK: GRADE YOUR WORK

To assess your work, look at the Lesson #5 Corrections PDF document.

TASK: ASSEMBLE YOUR BIBLIOGRAPHY

Keep in mind your planning timeline that you received in Lesson #2. Your planning sheet states when you need to have five sources, 10 sources and 15 sources.