

Research Methodology and Writing, Part A

Jeanne Stork

Blue Marble University

### **Educational Journal Abbreviations**

“1A. Please, give me the correct abbreviation for 10 different education journals.” (Blue Marble University, 2018)

“BRITISH JOURNAL OF EDUCATIONAL TECHNOLOGY

BRIT J EDUC TECHNOL” (California Institute of Technology, 2017a)

“CHEMISTRY EDUCATION RESEARCH AND PRACTICE

CHEM EDUC RES PRACT” (California Institute of Technology, 2017b)

“DISTANCE EDUCATION

DISTANCE EDUC” (California Institute of Technology, 2017c)

“EARLY EDUCATION AND DEVELOPMENT

EARLY EDUC DEV” (California Institute of Technology, 2017d)

“JOURNAL OF COLLEGE STUDENT DEVELOPMENT

J COLL STUDENT DEV” (California Institute of Technology, 201e)

“JOURNAL FOR THE EDUCATION OF THE GIFTED

J EDUC GIFTED” (California Institute of Technology, 201e)

“JOURNAL OF EDUCATION FOR LIBRARY AND INFORMATION SCIENCE

J EDUC LIBR INF SCI” (California Institute of Technology, 201e)

“JOURNAL FOR RESEARCH IN MATHEMATICS EDUCATION

J RES MATH EDUC” (California Institute of Technology, 201e)

“TECHNOLOGY ENHANCED LEARNING

INT FED INFO PROC” (California Institute of Technology, 201f)

“TECHNOLOGY FOR EDUCATION AND LEARNING

ADV INTEL SOFT COMPU” (California Institute of Technology, 201f)

I am most familiar with the American Psychological Association (APA) formatting style. The APA style does not abbreviate journal titles unless the official title of the journal contains abbreviations (Purdue University, no date f; Lee, 2012, March 01).

### **Book Citations**

“1B. How do you cite a book?” (Blue Marble University, 2018)

### **In-Text Citations**

The basic format of an APA book in-text citation is Author (publication year) or (Author Last Name, publication year) with either quoted or paraphrased text (Lee, 2011, February 24; Purdue University, no date c). Page numbers are required for in-text citations after direct quotes and optional when paraphrasing. One example is: “direct quote” (Author Last Name, year, p. #) for one page; or Author said, “direct quote” (year, pp. #s), using pp for two or more pages. Another method is: In Author’s *Title of Book* (publication year) he or she states, “direct quote” (p. #). Book titles are italicized. Direct quotes are within quotation marks if there are fewer than forty words. If forty or more words are quotes, use an indented block of text without the quotation marks. Both quoted and paraphrased material need to be cited (University, no date c).

### **Reference Section References**

Books are most simply listed “Author, A. A. (Year of publication) in the reference section of a paper. *Title of work: Capital letter also for subtitle*. Location: Publisher.” (Purdue University, no date g). An example of this is Smith, A. (2017). *Methods of human flight*. New York City: Arbitrary Press. The reference section is alphabetized by the last name of the first

author in each reference. Each reference begins on a new line, with the top line of the reference hanging by half an inch, without listing reference numbers. My reference section (beginning on page nineteen) is an example of an APA style reference section.

### **Citing an Article in a Book with an Editor**

“1C. How do you cite an article or paper in a book that is edited by someone?” (Blue Marble University, 2018)

When an author writes a chapter, article, or paper in a book that is edited by someone else, credit the author(s) in the in-text citation according to the normal citation style: Author (publication year) or (Author Last Name, publication year). The APA style reference section entry is “Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. A. Editor & B. B. Editor (Eds.), *Title of book* (pages of chapter). Location: Publisher.” (Purdue University, no date g). A hypothetical entry for an imaginary chapter of a non-existing book is below.

Smith, A. & Rodriguez, J. (2017). How to fly like a bird. In R. C. Chan & T. Schwartz (Eds.)

*Methods of human flight* (pp. 123-129). New York City: Arbitrary Press.

If the book has neither an author nor an editor, use the title or part of the title for the in-text citation: *Book Title* (publication year) or (*Book Title*, publication year) (American Psychological Association, no date b) and the whole title in the author’s position in the reference section (Purdue University, no date e).

### **Journal Citation Examples**

1D. You are writing a dissertation or research paper. For the following reference, please show how you would note the reference in the text of your paper (or dissertation) and the

format you would use to include it in the reference section at the end of your paper using each of the 5 sample formats given in your pdf files 1-5 from your Syllabus [(C)(1)-(C)(5)]

Endothelial Cells Are Essential for the Self-Renewal and Repopulation of Notch-Dependent Hematopoietic Stem Cells

Jason M. Butler, Daniel J. Nolan, Eva L. Vertes, Barbara Varnum-Finney, Hideki Kobayashi, Andrea T. Hooper, Marco Seandel, Koji Shido, Ian A. White, Mariko Kobayashi, Larry Witte, Chad May, Carrie Shawber, Yuki Kimura, Jan Kitajewski, Zev Rosenwaks, Irwin D. Bernstein, and Shahin Rafii

Published March 5, 2010 in the journal, *Cell Stem Cell*

Volume 6, pages 251-264 (Blue Marble University, 2018)

The references below are formatted as if they are always the first article wherever references are numbered. The journal *Cell Stem Cell* does not have an abbreviation according to Web of Science: Journal Title Abbreviations (California Institute of Technology, 2017b).

### Sample One

The formats below are based on those used in the Otto and Wright (2011) article. The in-text citation is before the period or other punctuation when appropriate. The citations and references are numbered in the order that they appear in the text.

In-text citation:

Text [1].

Reference section reference:

1. Butler JM, Nolan DJ, Vertes EL, Varnum-Finney B, Kobayashi H, Hooper AT, Seandel M,

Shido K, White IA, Kobayashi M, Witte L, May C, Shawber C, Kimura Y, Kitajewski J, Rosenwaks Z, Bernstein ID, Rafii S: **Endothelial cells are essential for the self-renewal and repopulation of notch-dependent hematopoietic stem cells.** *Cell Stem Cell* 2010, **6**:251-264.

### Sample Two

These formats are based on those used in the Rocha, et al. (2004) article. The in-text citation comes after the period or other punctuation when appropriate. The citations and references are numbered by the order that they appear in the text.

In-text citation:

Text.<sup>1</sup>

Reference section reference:

**1.** Butler JM, Nolan DJ, Vertes EL, et al. Endothelial cells are essential for the self-renewal and repopulation of notch-dependent hematopoietic stem cells. *Cell Stem Cell* 2010;6:251-264.

### Sample Three

These samples are based on citations and references used in the Pizza, et al (2004) article. The in-text citation is written before the period or other punctuation when appropriate. There was sometimes a comma after “et al.” in the in-text citation. In the reference section, the first long list of names used et al after ten names, but the full list of names was used thereafter even if it was twenty names (fourth reference on page 183). The references are in alphabetical order by author or the item in the author position of each reference but are not numbered.

In-text citation:

Text (Butler et al., 2010).

Reference section reference:

Butler J. M., Nolan D. J., Vertes E. L., Varnum-Finney B., Kobayashi H., Hooper A. T., Seandel M., Shido K., White I. A., Kobayashi M., Witte L., May C., Shawber C., Kimura Y., Kitajewski J., Rosenwaks Z., Bernstein I. D., and Rafii S. (2010) Endothelial cells are essential for the self-renewal and repopulation of notch-dependent hematopoietic stem cells. *Cell Stem Cell*. **6**, 251-264.

### Sample Four

The fourth reference style is from the Marshall, et al (2011) article. The in-text citation is before the period or other punctuation when appropriate. The citations and references are numbered according to the order of their appearance in the text.

In-text citation:

Text (1).

Reference section reference:

1. Butler JM, Nolan DJ, Vertes EL, Varnum-Finney B, Kobayashi H, Hooper AT, et al. Endothelial cells are essential for the self-renewal and repopulation of notch-dependent hematopoietic stem cells. *Cell Stem Cell* 2010;6:251-264.

### Sample Five

The final reference style is from the Ungaro, et al (1972) article. The in-text citation is written before the period or other punctuation when appropriate. The citations and references are numbered alphabetically, and the reference list is in alphabetical order. This reference section

example uses et al after the sixth author, but none of these authors' references had more than six authors it is impossible to determine what format they would use.

In-text citation:

Text (1).

Reference section reference:

1. Butler, J. M., Nolan, D. J., Vertes, E. L., Varnum-Finney, B., Kobayashi, H., Hooper, A. T., et al. Endothelial Cells are Essential for the Self-Renewal and Repopulation of Notch-Dependent Hematopoietic Stem Cells. *Cell Stem Cell*, 6: 251-264, 2010.

### **Websites and Electronic Sources**

Websites and Electronic Sources are not part of the official assignment, but they are important in today's world. The normal author and date citation should be used in-text (Lee, 2016, November 30). Basic web pages follow the format: "Author, A. (date). Title of document [Format description]. Retrieved from <https://URL>" (Lee, 2010, November 18). The format description is only used if the source is a special format. One example of a format description is [blog post] after the title of the post (McAdoo, 2016, April 05). When information is retrieved from more than one page of a larger website, each page is individually listed in the reference section (McAdoo, 2014, November 20). Use Retrieved date from URL if the source material or website address is likely to change (American Psychological Association, no date c).

APA style uses active digital object identifier (DOI) links instead of the website (Purdue University, no date h; American Psychological Association, no date c). The current version of DOIs begin with https for additional security (McAdoo, 2017, March 01). Articles from online journals and periodicals without DOIs use the website URLs (Purdue University, no date h).



### APA Style Variations

This paper follows the American Psychological Association's (APA) style and referencing guide (American Psychological Association, no date a; Purdue University, no date a) with adaptations that have been requested by Blue Marble University. The APA style format was designed for submitting articles to a publication, not for academic papers and dissertations (Becker, 2017), which are submitted in their final form. It is not unusual for universities to have style rules that vary from the APA format even when they accept or require papers to follow the APS style (i.e. School of Education Colorado State University, no date; Walden University, no date). I will continue to follow Blue Marble University's requests until it is time to submit my formal paper for publication, when I will follow the publishing organization rules.

Although n.d. is used in APA style for no date (Lee, 2012, May 17), my adviser, Germaine Wilson, suggested that I change n.d. to no date to make my papers easier to read for people who are not familiar with this abbreviation (Wilson, personal communications, November 22, 2016; November 24, 2016, and others).

I sometimes state the retrieval date for web sources more often than is strictly necessary. The APA style is "It is not usually necessary to include a retrieval date for online sources; one should be provided only if the source is likely to change over time, such as with an unarchived wiki page," (Lee, 2012, May 17). The difficulty arises in attempting to determine if the information on the page or the precise URL "is likely to change over time."

Another change that I am making, starting with this paper, is to reduce the number of authors listed in both in-text citations and the reference section, except for when the number of authors is important to demonstrate a formatting concept. I did not include APA information on multiple authors in this paper because it is superseded by Blue Marble University's instructions.

We do not favor the system being advanced by some journals where every author should be listed. Traditionally, where there were two authors, both were listed. If three or more, then et al is used, as: **Smith, J. et al.** (meaning, and others). (Blue Marble University, 2018)

Blue Marble University's directions state that "When citing a paper published online, you MUST cite the correct URL address, and date..." (Blue Marble University, 2018). The APA style is to not use the URL if a DOI link is being used (Purdue University, no date h; Hume-Pratuch, 2014, July 25; McAdoo, 2017, March 01), but I will use both unless the DOI is formatted as an easily read URL link (beginning with http or https).

Strict APA style writers use paragraph numbers in citations that directly quote from electronic sources without pages (Lee, 2010, November 18) even when the online information was later turned into a PDF or other document. APA does not yet have rules for counting paragraphs. Is a bulleted section one paragraph or is each bullet a separate paragraph? Is descriptive text under an image a paragraph? Will all readers use the same paragraph counting system? I think that providing paragraph information is more confusing than helpful until there are clear APA rules for how paragraphs are counted.

### **Parts of a Standard Research Paper**

#2 Please describe the parts of a standard research paper, placing each part in the order of appearance, and writing a paragraph or two about the purpose/goal of each part. Include in your answer a reference to a resource in the Syllabus. (Blue Marble University, 2018)

The Purdue Online Writing Lab (Purdue OWL) states that "**Title Page, Abstract, Main Body, and References**" are the four main parts of a paper (Purdue University, no date b). The

Purdue OWL also lists these categories for research papers.

- Title page
- Abstract
- Introduction
- Method
- Results
- Discussion
- References
- Appendices (if necessary)
- Tables and/or figures (if necessary) (Purdue University, no date i)

Columbia University (no date) and Rice University (Caprette, 1995) further develop these sections and provide additional information. I combined these sources with my prior knowledge of APA research paper formats for this section of my paper.

## **Title Page**

The title page is the first page of a research paper. The header of the title page begins with the words Running head: followed by a few key words from the title on the left side and the number 1 (for page 1) on the right side. The following pages have the header title abbreviation without “Running head:” and the page numbers follow in order. The paper’s title and author information are written halfway down the page. The title should be descriptive and “appropriate for the intended audience” (Columbia University, no date). The author’s(s’) name(s) are written below the title. The leading name is the author who conducted the majority of the research. When appropriate, the organization or university affiliation is placed below the names.

**Abstract**

The abstract is on page two. Abstract is written in the center of the first line of the page, in regular font, not bolded or otherwise formatted (Purdue University, no date b). The abstract is a single paragraph that summarizes the research, including the findings, but it does not go into fine details on any topic. The abstract “summarizes the purpose, methods, results and conclusions of the paper” (Columbia University, no date). The abstract helps readers to decide whether or not they want to read the rest of the paper.

**Introduction**

The main body of the paper begins with the introduction and starts on the top of the third page without a heading or title above it. Several key parts of the paper are included in the introduction: “why the topic is important” and “what the problem is” (Purdue University, no date i). The significance of the study, the rationale for choosing the specific research design, the hypothesis and how it was formed, and how the experimental design met the researcher’s objectives can all be separate paragraphs in the introduction (Caprette, 1995). The literature review is part of the introduction section and leads into the hypothesis while demonstrating how the researcher developed the hypothesis. If there was a short pre-experiment test, that can also be included in the introduction but not the primary study.

**Method**

The method section states all of the materials and procedures used in the experiment. Do not include common or obvious supplies; but list unusual items, modified materials, or specific

brand names if they are important to the study (Caprette, 1995). The methods section should be detailed enough that the research could be duplicated by other people (Columbia University, no date) but do not include the daily specifics (Caprette, 1995). Diagrams or other visual aids can be included if they help the reader to understand the method used in the experiment (Columbia University, no date). Ethical considerations, if any, can also be included in the method section (Columbia University, no date). The method section describes “what you did to try to solve the problem” (Purdue University, no date i).

There appears to be some debate about the writing style. Caprette (1995) wrote that using third person and passive voice focus the reader’s attention on the research instead of the researcher. APA style allows first person and active voice when these techniques make the paper easier to read or to understand (Lee, 2016, May 2 & McAdoo, 2009). The voice and point of view may need to be adjusted to make sure the readers clearly understand the papers.

## **Results**

The results section explains “what you found” (Purdue University, no date i). This is a “completely objective” presentation of your findings (Caprette, 1995). The results section includes any statistical analyses of your research; observational data can also be included. Figures, graphs, and tables that depict the outcomes of your research are either included here or are referenced as appropriate (i.e. see figure 8). The information in the results section should not be redundant; text describing diagrams should be a summary and not a precise description of the information contained in the diagram. Keep discussions or interpretations out of the results section; they belong in the next section. The results are what you discovered through your research.

## **Discussion**

The discussion section is where you present “what you think your findings mean (Purdue University, no date i). Explain how the results lead to your conclusions (Columbia University, no date). Some specific questions can be answered in the results section. Is there enough data to draw a conclusion about the hypothesis? Did the results support or contradict your hypothesis, how or why? How do these results fit in with what other studies have found? What additional studies, if any, will be helpful in this field? Treat the study as complete, but recommend future studies if appropriate (Caprette, 1995).

## **Acknowledgments**

Writers may choose to include an acknowledgments section to publicly recognize people who have helped with the study (Columbia University, no date). This could include thanking funders, supervisors, proofreaders, and other people who are not authors but provided assistance.

## **References**

The references in APA style papers are a list of all of the literature cited in the paper in alphabetical order by the first author’s last name (Caprette, 1995 & Columbia University, no date). Do not include articles that you read but decided not to use in your paper. Likewise, include items that can be read by other people (not personal communications). When using article DOI or URL addresses, keep the links active to help people locate the source of your information (Purdue University, no date h).

### **Demonstration of the Scientific Method**

#3 Please locate an article in an education or social sciences journal which demonstrates the scientific method and in particular mentions hypothesis, design, and whether the results were per the initial hypothesis. A lot of papers are sloppy and do not do this well. Normally the Abstract of a paper may note the hypothesis, but not always. **Attach a copy of the article to these answers and describe in what way(s) the paper illustrates the scientific method.** (Blue Marble University, 2018)

I chose the article Education and Dementia in the Context of the Cognitive Reserve Hypothesis: A Systematic Review with Meta- Analyses and Qualitative Analyses by Xiangfei Meng and Carl D’Arcy (2012). This article contains all of the steps in the scientific method that Blue Marble University lists in a picture in the course syllabus: purpose/question, research, hypothesis, experiment, analysis, and conclusion (Blue Marble University, 2018). The information, paraphrasing, and quotes in this section are all from Meng and D’Arcy (2012) and are not individually cited. As per APA style, I did not list page numbers because the article was originally published online without pages.

#### **Purpose/Question**

Meng and D’Arcy studied published articles to determine if there is a correlation between “Cognitive reserve (CR) or brain reserve capacity” and dementia, specifically Alzheimer’s disease (AD) and vascular dementia (VaD). Patients who are highly intelligent, have advanced degrees, work in complex jobs, and/or have high reading comprehension levels are considered to have a high cognitive or brain reserve. The purpose of Meng and D’Arcy’s study was to determine if the published research demonstrates a reliable relationship between CR and

dementia caused by AD and VaD.

## **Research**

Prior to their in-depth study of articles comparing CR with AD and VaD, Meng and D'Arcy engaged in general research about AD, VaD, and CR. Their research included theories developed by other people about the relationship people with CR and how it affects the progress of dementia caused by AD and VaD. Meng and D'Arcy's research led them focus on the educational level of participants to represent CR.

## **Hypothesis**

After their initial literature review, Meng and D'Arcy developed a seven-part hypothesis using "education as a proxy measure of CR" (Meng and D'Arcy, 2012).

The CR hypothesis postulates that higher education:

1. reduces the prevalence of dementia;
2. reduces the incidence of dementia;
3. has no effect on the age of onset of dementia;
4. results in an accelerated cognitive decline – as a result of a threshold effect;
5. has no effect on the age of death;
6. leads to a higher level of clinical performance on initial assessment;
7. shows greater brain pathology in postmortem and imaging studies among those with dementia. (Meng and D'Arcy, 2012)



## **Experiment**

Meng and D’Arcy (2012) searched five different data bases for articles comparing educational level and CR to AD and VaD symptoms. They narrowed their list down to 139 articles that they could use in their study: sixty-nine articles for quantitative synthesis and sixty-nine articles for qualitative synthesis. The study was designed to allow the researchers enough data from a wide variety of sources so that they could draw conclusions about the appropriateness of their hypothesis. The data they looked at included prevalence, incidence, cognitive decline, age at onset, mortality, and other related criteria.

## **Analysis**

Meng and D’Arcy analyzed information for both quantitative and qualitative patterns using a wide variety of statistical formula. The results were shown in both text and graphic form. A simple statement relating to the original hypothesis concluded each analysis section.

The quantitative analysis included data on prevalence studies, incidence studies, publication bias, sensitivity analyses, and meta-regression. After analyzing the data, Meng and D’Arcy stated that “The pooled odds ratios for this large number of studies strongly support the CR hypothesis that postulates higher education: 1. reduces the prevalence of dementia. 2. reduces the incidence of dementia.” These two factors supported lines one and two of the hypothesis.

The qualitative analysis included these subsections: prevalence studies, incidence studies, cognitive decline studies, age at onset studies, mortality studies, initial clinical assessment studies, pathology and imaging studies. The qualitative analysis section of the study concluded that the published research “studies are generally supportive” of lines three through seven of the hypothesis.

**Conclusion**

The journal articles that Meng and D'Arcy studied indicate a correlation between Cognitive Reserve (CR) as determined by a high education level and the predicted patterns of dementia caused by Alzheimer's disease (AD) and vascular dementia (VaD) that were stated in their hypothesis. They also determined that "adult-life work complexity, social network and complex leisure activities also reduce the occurrence of dementia complements." Meng and D'Arcy were able to determine that current research supports all seven parts of their hypothesis.

## References

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