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Citations: Bibliographies, Referencing, Quotations, Notes

In: Writing and Presenting Research

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Citations: Bibliographies, Referencing, Quotations, Notes

Uses for citations

Citations attribute ideas and extracts to their sources:

- *In text* as references, quotations and footnotes.
- *At the end of texts* as bibliography.

Box 12.1 explains the uses of all these types of citations.

Box 12.1 Uses for citations



Defensive

To show that your research is justified by other work in the same field, that the sources cited are not imaginary and that you have used appropriate works from varied sources.



Archival

To record the sources you used for your own future reference.



Altruistic

To provide readers/listeners who want to research the same area as yourself with accurate and effective directions to the sources you used.



Promotional

To gain grades in national research assessment exercises which rate you according to how many times your work is cited. There are rumours of citation cartels in which each member cites you if you cite them in return.



Sycophantic

To win friends, and to flatter your mentors, supervisors and examiners, cite their work, paying 'ritualized obeisance to the reigning authorities in a field or accord[ing] newcomers

a nod of recognition' (Thompson, 2003: 27). *But* don't cite work that is not relevant to your research just because you want to please the author.

🔒 Protective

To avoid plagiarism by giving credit to the authorities whose work you have used.

Major citation systems

Citations follow the precedents of one of about 400 assorted formatting systems or variations of these. Box 12.2 lists some of the principal ones or recommended variants of these and provides an example of the same article and book in each format.

Box 12.2 Citation and style systems: examples

System Most usual in:

APA (American Psychological Association) **Psychology, social sciences**

Thody, A. M. (2000). Utopia revisited or is it better the second time around? *Journal of Educational Administration and History*, 32 (2), 46–62.

Thody, A. M. (1997). *Leadership of Schools: Chief Executives in Education*. London: Cassells.

System Most usual in:

Bluebook **American law**

Angela M. Thody, *Utopia revisited or is it better the second time around?* 32 (2) J. ED. ADMIN. & HIST 46–62. (2000) (discussing the revival of nineteenth century ideas for twenty-first century education leadership).

Angela Thody, *Leadership of Schools: Chief Executives in Education*(Cassells 1997).

British Standards 1629 and 5605 **Any**

THODY, A.M., 2000. Utopia revisited or is it better the second time around? *Journal of*

Educational Administration and History, 32 (2), 46–62.

THODY, A.M., 1997. *Leadership of Schools: Chief Executives in Education*. London: Cassells.

Chicago Natural and social sciences, technology, humanities, law

Thody, Angela, 'Utopia revisited or is it better the second time around?' *Journal of Educational Administration and History* (2000): 32 (2) 46–62

Thody, Angela M. 1997 *Leadership of Schools: Chief Executives in Education*. London: Cassells

CBE (Council for Biology Education) Biological sciences

Thody A.M. 2000. Utopia revisited or is it better the second time around? *J. Ed. Admin. & Hist.*, 32 (2):46–62.

Thody, A.M., 1997. *Leadership of Schools: Chief Executives in Education*, London: Cassells.

Harvard Social sciences, some humanities, journalism

Thody, A.M., (2000). 'Utopia revisited or is it better the second time around?', *Journal of Educational Administration and History*, vol. 32, no. 2, pp. 46–62.

Thody, A.M., (1997). *Leadership of Schools: Chief Executives in Education*, Cassells, London.

MLA (Modern Languages Association of America) Languages and humanities

MLA has two guides: *Handbook for Writers of Research Papers* (for those up to undergraduate level) and *Style Manual and Guide to Scholarly Publishing* (for postgraduates and professional writers) Thody, Angela. "Utopia revisited or is it better the second time around?" *Journal of Educational Administration and History*, 32 (2) (2000):46–62.

Thody, Angela. *Leadership of Schools: Chief Executives in Education*. London: Cassells, 1997.

Oxford British law and some humanities

A.M. Thody, 'Utopia revisited or is it better the second time around?' *Journal of Educational Administration and History*, vol. 32, no. 2, 2000, pp. 46–62.

A.M. Thody, *Leadership of Schools: Chief Executives in Education*, Cassells, London, 1997.

Vancouver Medical sciences, engineering

Thody A.M. Utopia revisited or is it better the second time around? *J. Ed. Admin. Hist*, 2000; 32 (2): 46–62.

Thody A.M. *Leadership of Schools: Chief Executives in Education*. London: Cassells; 1997.

Reflections

Amuse yourself spotting the minute differences amongst the examples in Box 12.2. Add to your enjoyment by imagining reasons for the differences.

Arcane, archaic, absurd, incredibly detailed and irrational as these systems seem, they each achieve the objectives of standardization as an aid to understanding and accessing references and of saving you the trouble of devising your own. Follow the dictates of one of them to ensure you cite correctly.

Find out what system is required at the start of your research. Enter in-text and bibliographical references in this format from day one of your research. Do not wait until the text is complete before entering the citations correctly (2.2.4).

Obtain the guide to whatever is the required system. These are readily accessible from numerous websites. Find the latest versions by inserting the systems' names as keywords in a search engine. Universities, journals and publishers usually have online and hard copies available. Each system's guide is immensely detailed and it is not possible to report them here.

Use bibliographical management software and let it put all your references into the right format. In 2005 software such as *Reference Manager*, *ProCite* (in need of updating and rumoured to be out of use from 2006), *Papyrus*, *Biblioscope*, *GetARef*, *EndNote* and *APA* were all available, each with varying advantages and disadvantages. More and better software appears continuously so each of the above systems will have several versions. Many universities have the full versions of such software available for all their staff and students but less extensive and cheaper versions can be purchased for PCs. All the systems will store your references in fully cited formats, will allow you to sort references by author, date, title or other indicator and thus search similarly,

will enable you to select the references you need for a particular project and will print ready formatted bibliographies. The more expensive systems allow importation of references directly from other sources such as electronic databases, and can establish templates, help with foreign language texts, check that you don't duplicate entries, offer a wide range of citation systems and help you to set up your own, and automatically insert references into your texts. The differences amongst systems relate to perceived ease of use for your subject area and technical capabilities. Guidance on which to buy can be found on retailers' websites as well as demonstration versions. Users often post independent reviews on the web. Many universities have externally accessible user guides which are also helpful when trying to make up your mind which system would best suit you. Those in academic careers (or intending to pursue academic careers) should learn to work with one of these systems from now (expect costs of around \$400 or the same in UK pounds at 2005 prices; UK prices are usually higher than those of North America). Those with just one thesis between them and qualification for careers outside of academia or other research environments should use their university's provision or buy the student versions of their chosen reference management software (about \$100 or £100 at 2005 prices). Useful websites to consult develop apace. In 2005, I found:

www.biblioscape.com;
<http://information.net/ir/reviews/sofrev12/sofrev12.html>;
www.arts.gla.ac.uk/www.ctich/Resources/bibliogr.htm;
www.ukolug.org.uk/content/public/links/refmanlinks.html;
www.library.rdg.ac.uk/resources/endnote;
www.citewise.com/endnote;
www.adeptscience.co.uk/products/refman/procite;
www.refman.com.

End-of-text citations: bibliography, references, works cited, further reading

Aims

Bibliographical aims are outlined in Table 12.1.

Table 12.1

Bibliographical aims

Aims	Achieved by
To help others find your references and to assure readers that the works you cite are real	Providing as much information as possible about each reference (but amuse yourself with Ian McEwan's novel <i>Enduring Love</i> to find out how easy it is to fake a credible sounding bibliography)

To show that you know the rules of academic discourse (1.3.2.1)	Following citation system precedents, and contributors' instructions, slavishly (2.3.1, 12.2). Nothing upsets we academics more than a misplaced comma in a bibliography (3.4)
To produce an easy-to-follow list	<ul style="list-style-type: none"> (a) Using the same citation system for all entries (b) Allowing indentations, white space or graphic devices to signal the beginning of a new entry (c) Clearly differentiating citations from the text. So start a new page for the bibliography. Insert a space at least double that of the paragraph breaks when displaying a quotation in the text. Use different font size and type for the references from that used in the main text (d) Arranging entries in alphabetical order of authors' surnames (e) Opting for minimal punctuation if a citation system is not specified

Definitions

Table 12.2 explains the different types of end-of-text citations.

Locations

Even in these postmodernist times, end-of-text citations appear at the end of the text usually, but not invariably, before any appendices. Case and statute lists for law texts, and filmographies and picture credits for other subjects, may be at the beginning of the text.

The following apply to academic documents:

Theses and research reports invariably have citations grouped at the end of the document.

Books may have listings at the end of each chapter, or grouped by chapter headings at the end of the book, or the usual alphabetical full listing at the end of the book.

Science and social science articles generally have end-of-article lists.

Humanities papers and books generally footnote citations instead of listing them at the end of the text.

Literature studies often use the titles of works and/or authors' names in the text and then list the references in full at the end or footnote them.

Professional and populist media have very short or no bibliographies. You put the titles of works and/or authors' names in the text but without any full referencing.

For oral presentations

For academic and professional audiences, the bibliography will be with the accompanying paper. If there is no paper, put references on your PowerPoint slides in very small print (if people are interested, they can ask for details and the references show that you have ‘done your homework’) or give out the list of references. It’s a compliment to the audience, showing that you anticipate that they will be knowledgeable enough to want further references, and it shows you have authorities behind you.

For wider audiences, offer a short list if anyone wants a copy. Those who come to collect one from you at the end are always good for a post-presentation discussion.

In-text citations (what to put in those brackets)

Professional and populist texts

You won’t find the niceties of bracketed citations in these. The few in-text references are incorporated into the sentence flow. For example, in an article about nineteenth century fruit schooners, we find that:

Table 12.2

Types of bibliographies

Title	Most usual in	Contents
Annotated bibliography	Academic textbooks; presentations, lectures	Includes comments on the value of particular sources and brief notes on their contents, for example, Wertheim, M. (1999) <i>The Pearly Gates of Cyberspace: A History of Space from Dante to the Internet</i> London: Virago. An accessible discussion of various frameworks -philosophical, scientific, literary, artistic -for understanding space in different historical periods. (Thomas, 2001: 126)
Bibliography	Dissertations, theses and academic books	Everything you have read in the course of preparing the research, whether or not you have used quotations from them in your text
Bibliographical guide	Equivalent to annotated bibliography	
Essential (or primary) reading	Books for less specialized audiences; sections in textbook bibliographies	‘Works considered to be of particular importance to contemporary understandings of topics most central to this book’ (Thomas, 2001: 125)
Further (or	Academic	Sources you would recommend to those who wish to study the subject further; these

suggested) reading	textbooks	must contain a significant amount of material directly and overtly on the same topic, or in the same field, as your work
Filmography Picture credits	Appropriate theses, books	Film media listed by title, occasionally by director
Recommended reading	Equivalent to further reading	
References	Articles, papers, research reports, academic textbooks	Everything from which you have quoted or to which you have referred in your text or presentation
Resources	Books for less specialized audiences	Non-text sources, organizations, occasionally websites from which readers can obtain further guidance but which may not have been referred to directly in the book
Secondary reading	Books	Sources used by the author, containing some pertinent material but insufficient to interest a reader wanting to take the subject further
Selec(ted) bibliography	Books for less specialized audiences; presentations	Major sources only
Sources	Equivalent to bibliography	
Works cited	Equivalent to references	

'We'd have fruit on deck when we left St Michael's (in the Azores),' remembered George McVeigh, mate of the Salcombe schooner *Emily*, 'and the skipper would look at it every morning. If it was ripening too fast he'd clap every bit of sail on ... There was big money in fruit brought in fast and fresh.' (James, 2002: 40)

There are no clues about who was George McVeigh or from where his words were sourced except for a general reference at the end of the article: 'An excellent collection of fruit schooner models, photographs, pictures and information can be seen at Salcombe Maritime Museum, open daily Easter to October.'

Academic texts

In-text citations can be like wedding confetti - scattered liberally and indiscriminately in the hopes that they will bring joy. They won't, and 'there is a lot to be said for anything that discourages people from referring to work they have not read or from contriving references to barely significant works they have' (Knight, 2002:

198–9). Guidance on in-text citations (what to include, where and in what format) is in Box 12.3.

Box 12.3 In-text citations: what, where and how

- Put parentheses at the ends of sentences as far as possible (so that text flow is disturbed as little as possible).
- Group authors commenting on the same topic into one set of brackets.
- Keep the information within the brackets as brief as possible; you need only as much information as will lead readers to the full reference at the end of the text.
- Use punctuation only where it is absolutely vital to separate items that might be confused, such as dates and page numbers, but not names and page numbers. In this book, the publishers prefer a comma between names and dates, so I acquiesced to their conventions rather than being alternative!
- Whatever format you use, it must be constant throughout your text.
- Parenthesize seminal sources and sources for direct quotations only, ‘the rightful acknowledgement of all intellectual debts’ (Sadler, 1990: 21).

This book’s Epilogue (Chapter 16) conveniently demonstrates examples of all of these in the same Harvard notation as for the other in-text citations throughout this book.

Usually, you must follow the system formats for the type of publication you are writing. A few of the many differences amongst these systems are discussed below, but *always* check what you are required to do and if variations are permitted.

- *Do you include the date?* Is it:
 - (a) (Thody 1997: 234) or
 - (b) (Thody 234)?

Social sciences, natural and applied sciences generally use (a). Dating is significant for disciplines in which changes are frequent. Humanities generally use (b) since seminal works can have lengthy currencies so in-text dating is less important. Dates are used if there is more than one source from the same author.

Are multiple authors listed chronologically or alphabetically? Is it:

- (a) (Thody 2005; Dettman 2008; Austin 2009; Johansson 2012) or
- (b) (Johansson 2012; Austin 2009; Dettman 2008; Thody 2005) or
- (c) (Austin 2009; Dettman 2008; Johansson 2012; Thody 2005)?

Social sciences, natural and applied sciences generally use (a) or (b) since evidence of recency is considered vital to proof. The forward or reverse order varies by type of publication or personal choice. Humanities generally use (c) for reasons explained in item 1 above. To trip you up, the *British Journal of Psychology* requests (b), so always check.

Are multiple authors listed by names or summarized? Is it:

- (a) (Thody, Pashiardis, Johansson and Papanoum 2003) or
- (b) (Thody et al., 2003)?

The first time you cite the work, all authors are listed in the order in which they appear in the original source. Thereafter, use the summarized 'et al.' (from the Latin, 'and others').

Quotations in the text

Always follow precedent. Where none is specified:

Keep quotations minimal - normally no longer than three lines, beginning and ending with single inverted commas.

If more than 60 words, indent from the text, leave a line space above and below and do not use inverted commas.

Quotations of a paragraph or more should not be used unless really vital.

Quote rigorously correctly and cite the sources.

When amending a quotation to make it more relevant to the work in hand or to make it grammatically correct in your location, put any new material in square brackets []; use ellipses (three dots), with or without brackets (...), to show where words have been omitted.

Don't overuse quotations. One or two per page is more than enough.

For quotations at the beginning and end of documents see 11.12.

Quotations in foreign languages

Provide the original and the translation for at least the first quotation. This enables readers to see the approach that has been used for translation. Thereafter use originals sparingly or not at all, otherwise the whole becomes unwieldy.

Use where the translation does not quite convey the sense of the original, where a point is disputed, or where the issue is seminal.

The following is an example.

Extract

From O'Riley, M. (2004) 'Place, position and postcolonial haunting in Assia Djébar's *La Femme sans*

sépulture, *Research in African Literatures*, 35 (1): 71.

colonial ideology produces ... 'post memory', through which the ... tensions of colonial history return as staged scenes (Les *Nuits de Strasbourg*, 1997):

À cause [...] de cette lumière qui n'aveugle plus, qui nous auréole - comme si pour toi, spectatrice de toujours aux yeux ouverts, au visage tendu par l'attente, nous nous mettions tous, y compris les gardes et leur matériel bruyant, à jouer quelque répétition de spectacle antique pour la cité assoupié.

Because [...] of this light which no longer binds, but which haloes us - as if for you, wide-eyed spectator of all time, face tense from the waiting, all of us, including the guards and their clamouring materials, began to rehearse an ancient show for the tired city.

Notes

Conventions and alternatives

Conventionally, notes are the written equivalents of 'asides' in oral presentations, interesting but not vital to the flow of the argument. They are strongly discouraged in social sciences. They are most likely and frequent (but not invariably) in law, literature, languages, history, music, drama and theology since these subjects use notes for bibliographical citations. Brevity and simplicity are seen as the heart of good note writing but some subjects need exceedingly lengthy notes (for example law, where many words need qualifiers, legal proofs are essential and notes can occupy whole pages).

Alternatively, notes are a positive enhancement to a text, 'the original hyperlink of the always virtual, always expansive, universe of knowledge' (Willinsky, 2000: 175). To expect the conventional minimal and brief footnotes is to believe the outdated view that research is unproblematic with unequivocal findings. Eloquence, elegance and extensiveness are encouraged in formulating these snippets.

Whether you adopt conventional or alternative approaches, notes have the same functions outlined in 12.6.2 below, and the same locations. They can be placed at the bottom of each page of a text as footnotes, thus keeping them as close as possible to the section of text to which they refer, or conclude a text as endnotes. In either case they are termed 'Notes' though your PC helpfully distinguishes them as footnotes and endnotes.

Functions

For bibliographical references

Notes create a much smoother text flow, and easier access to bibliographical information, than do in-text citations in parentheses, as Box 12.4 shows. In Box 12.4, method (a) would be a major annoyance in historical or legal texts which need so much referencing and added notes, that to insert Harvard style would leave the text in total disarray.

Box 12.4 Comparisons of citations in the text and citations in notes

(a)

Conventional social science format (citations in the text)

The references in brackets appear in full in the bibliography at the end of a book.

Writing up research, or its oral presentation, is a 'site of contestation' (Lewis-Beck et al., 2004: 1197), one which can be regarded as problem solving with its own subprocesses and mental events (Flower and Hayes, 1981; Kellogg, 1994).

(b)

Conventional humanities' format (citations in the notes)

The references appear in full at the bottom of the page or at the end of a chapter, as shown in the notes following the quote.

Writing up research, or its oral presentation, is a 'site of contestation' (1), one which can be regarded as problem solving with its own subprocesses and mental events (2).

Lewis-Beck, M.S., Bryman, A. & Liao, T.F. (eds) (2004) *The Sage Encyclopaedia of Social Science Research Methods*. Thousand Oaks, CA: Sage, p. 1197.

Flower, L. and Hayes, J.R. (1981) 'A cognitive process theory of writing', *College Composition and Communication*, 1(32), pp. 365–87;
Kellogg, R.T. (1994) *The Psychology of Writing*. New York: Oxford: University Press.

Method (b) works well the first time a reference is made. If the same sources are used again and again later in the text, readers have to search back, sometimes over several pages of labyrinthine notes, to locate the earlier full reference. When the number of notes exceeds fifty, this can become tedious, as the following example shows.

Extract

In Thompson's (2003) article on racism and anti-racism, some data came from a certain Pratt. This group of notes appeared on p. 29 of the article (given here in reverse order):

80 Pratt, "Identity," 53

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75 Pratt, "Identity," 14

67 Pratt, "Identity," 39

66 Pratt, "Identity," 35–36

The trail back to the elusive Ms Pratt lay, first, two pages earlier:

38 Pratt, "Identity: Skin Blood Heart," 47

The trail ended two pages earlier still, in a footnote:

12 A relational voice and a confessional stance are not mutually exclusive - Minnie Bruce Pratt's powerful interweaving of the two in "Identity: Skin Blood Heart" (In *Yours in Struggle: Three Feminist Perspectives on Anti-Semitism and Racism*, by Elly Bulkin, Minnie Bruce Pratt and Barbara Smith (New York: Long Haul Press, 1984), 11–63)

Of course, you might have read note 12 the first time the reference appeared and have remembered Ms Pratt, but it's just as likely that one of the later references caught your eye first.

In the style of notes used in the above example, the writer used the main word of a book's title to identify it repeatedly. Some writers use instead:

- *op. cit.* (abbreviation for the Latin *opere citato*, 'in the work cited'), meaning 'I have referred to this author somewhere before in the notes and it's up to you to work out where'; or
- *ibid.* (abbreviation for the Latin *ibidem*, 'in the same place'), meaning 'I have just referred to this source in the previous note so just look behind you for it.'

I would advise avoiding both.

For explanations of unusual terms or unfamiliar phrases, where there is no glossary (11.9)

For example, in an article about nineteenth century school principals (Thody, 1994b), the term 'headteacher' was used. This was explained in note 3 on p. 356:

The term 'headteacher' ... emerged in the latter part of the nineteenth century, developing first from its usage in the public schools for upper class children ... Prior to 1870, the word 'schoolmaster' was more common ... In this article, 'headmaster' or 'headteacher' is generally used ... The modern, international term, 'school leader' is also utilized occasionally.

An anti-racism article needed likewise to explain its terminology. The text and note were:

In principle, "white identity" approaches to antiracist education move beyond the kind of multicultural pedagogy that is satisfied with exposing students to non-European cultures (40).

(40) I use the terms “white identity,” “good white,” “allies,” “developmental” and “stage theory” approaches to whiteness more or less interchangeably insofar as these orientations focus on the affirmation of a “good” white identity.

(Thompson, 2003: 14, 27)

For information that enhances, but is not vital to, the main theme

In an article on interview methodology for research on Roman Catholic motherhood, interviewees’ biographies are in the notes (Kelly, 2001: 31). These were not deemed central to the research because the writer had only eight respondents and was not correlating her conclusions to particular life experiences.

In Rice (2004: 162–89), the researcher begins with bio-data about the person being interviewed which is then enlarged with a note:

Germaine Tillion (b. 1907) is unquestionably one of the most significant figures in contemporary French thought . As an ethnographer . Tillion gathered notes to inspire ... *Le harem et les cousins* (2).

(2) *Le harem et les cousins* is a feminist work that deals with the Neolithic origin of women's subservience and reveals that this condition is not unique to Muslim societies.

For secondary arguments

In a biographical article narrating the life of an object, the researcher uses this note to cite another authority on a different aspect of his topic:

Of course, Baudrillard makes a very strong argument about the importance of objects as signs of status, a semiotic value that is not reducible to their economic or exchange value.

(Dent, 2001: 19, Note 4)

By commencing with the phrase ‘Of course’ the writer appears to imply that if he did not mention Baudrillard, then his readers would wonder why not.

In a historical article about Canada's involvement in the South African War, the researcher introduced a doctrine and explained it in a note:

Canadian constables’ national identity . was based upon social assumptions . [which] differed markedly from the patrician nationalist definition promoted by Canada's ‘imperialists’.

[The accompanying footnote was:]

See Carl Berger, *The Sense of Power: Studies in the Ideas of Canadian Imperialism 1867–1914* (Toronto, 1970) for an incisive analysis of their ideas in which he argues that their imperialist ideology

was but another form of English Canadian nationalism.

(Miller, 1995: 78)

For acknowledgements (11.3)

In an article discussing American political leaders, the researcher describes a social event and supplies a note:

A 1974 *New York Times Magazine* feature on Davis recounts Rumsfeld and his wife ... witnessing] Davis's impromptu hallway improvisation of Elvis, in response to which Donald Rumsfeld remarks on Elvis's weird smile. Has he ever seen his own?

[The accompanying footnote was:]

James Conaway, "Sammy Davis Jr. has Bought the Bus," *The Sammy Davis Jr. Reader*, ed. Gerald Early (New York, 2001), 352, 354. Thanks to John Gennari for hiping me to this essay.

(Lott, 2004: 117, 122)

For fun

This is for information that is not central to the particular item but which lends it some colour, or provides anecdotes the author could not bear to leave out but could not think of a justification to include.

An example of this appears as Note 8 in an article on the effects on policy of gubernatorial changes in US states (Fusarelli, 2002: 157). You can almost hear the writer laughing here. It would make a wonderfully colourful aside in a lecture. It would certainly wake up the audience.

8 Williams ran one of the most inept gubernatorial campaigns in Texas history, Williams appealed openly to Texas's macho cowboy past . Williams, an old-fashioned oilman from Midland, made several public relations mistakes ... He refused to shake Richards's hand [another candidate] . made references to her past problems with alcohol . made . troubling sexist comments, including jokingly comparing bad weather to rape . [He admitted] to being serviced by prostitutes and not paying income tax . many conservatives . were embarrassed.

7 For methodology information

In an article on Canadian history, Miller (1995) discussed how difficult it had been to find sources for the article as many records had been destroyed. A Note (7) then explained how the researcher had created the study:

(7) Consequently the reconstruction of the experiences of this unit, and more particularly the Canadian component, has had to rely upon Baden-Powell's Papers in the National Army Museum, London; the S.B. Steel Papers, at the Glenbow Museum, Calgary; and various newspapers and

published memoirs.

Asides in presentations

These have functions 2, 3, 4 and 6 from the above list and an additional one:

WAKING UP THE AUDIENCE

A presentation of longer than one and a half hours (less if you are not a good speaker or have no visual aids) needs a break. It's generally accepted that fifteen to twenty minutes is the longest span of listeners' concentration possible during oral presentations. Use some of the following ideas for 'asides':

 *Insert an audience activity related to the lecture such as a discussion with neighbours.* I saw this humorously engineered by Professor Michael Hough (Wollogong University, Australia) at a conference presentation in Hobart (Tasmania) in 2000. He instructed us to argue about his ideas for three minutes with anyone nearby who did not look like an axe murderer; he timed us exactly (just in case our neighbour was unkindly disposed towards us).

 *Insert an audience activity unrelated to the lecture.* During a two hour presentation in Sweden, I slid in a few fun questions about the town and university where we were located. The audience could talk and relax while guessing the answers.

 *Have a physical activity break.* Lead the audience in brain-gym exercises (rubbing your temples, swinging your arms across each other) or engineer the need to move around the room (such as running a mini-questionnaire that results in everyone having to relocate to a specific survey group). Yes - people will laugh and maybe think you a little odd but they'll learn more readily. (NB Collect the mini-questionnaires at the end and you have more data for your research.)

 *Give a practical demonstration.* In his 2004 professorial inaugural lecture, Martin Barstow, Professor of Astrophysics and Space Science (Leicester University, England) demonstrated a spectrograph built by his team for the Faulkes robotic telescope on Maui (in Hawaii, USA). He could just have given us the results obtained but the demonstration provided a change of pace. This, in itself, operated as an 'aside' but the information from the demonstration was also an 'aside', showing us how his results had been obtained. Only the results themselves were central to the lecture. To view the lecture in PowerPoint, see <http://www.star.le.ac.uk/~mab/inaugural>.

 *Add sound or video clips.* These should not carry the main points of the lecture but should reinforce them while giving the audience a chance to relax. Thus, in his inaugural lecture in 2005, Mike Cook, Professor of Health Care Leadership at Anglia Polytechnic University, England, used three film extracts to illustrate his investigation of whether leadership was the solution for modernizing health and social care. The extracts were from *Carry On Doctor*, a 1960s English comedy, from the dramatic *Apollo 13* and from the children's film *Monsters Inc.*, each appealing to a different sector of his audience and showing differing interpretations of leadership (the lecture is available on DVD at Anglia Polytechnic University Library). Note that using video is not an easy option; it took Dr Cook careful rehearsal and timing to ensure that the clips operated flawlessly at

the right moments.

Asides should be as carefully planned as the rest of a presentation:

- They make a welcome break for your audience *but* signal to listeners when you are introducing an aside. You can remark, 'Just as an aside 'Taking a break from my central theme reminds me of a story 'Returning now to my main points ...
- They can confuse audiences who are less familiar with your native language than you are but they can also give them relief from the need to translate everything you say. You can also learn a short aside in the audience's principal language.
- Beware of too many asides; you, and your audience, lose track of your theme.
- Avoid the temptation of personal reminiscences unless you want to be classified as being in your 'anecdote'.
- Time your asides when you are rehearsing your presentation and don't let them overrun.

Hyperlinks

In electronic publications (CD-ROMs, CDs or web pages), hyperlinks perform the same functions as do notes in print media. The advantages of hyperlinks are:

- They can point to much more extensive sources, and to sources which you have not collected specifically for the research being presented on your website. The bibliography, for example, can contain hyperlinks to the full text or abstracts of the literature cited. Methodological comments can be expanded to show raw data and calculations. An author note (11.5) could be the link to your full curriculum vitae.
- You can create interactive notes since the links can point readers to ongoing chat rooms.
- Hyperlinks disturb the text flow much less than do any form of notes and referencing in print media.
- You are absolved from many of the challenges of summarizing note information.

The disadvantages are:

- You are absolved from many of the challenges of summarizing note information, but the burden is then passed to your readers.
- It's difficult to avoid the temptation of excessive hyperlinks because so much information is readily available.

Review

Correct citation helps to prove the validity of your research. You prove the validity of citation by following conventions.

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