A reference list includes all the information sources you have used to research and write your assignment. You must give details of where you found your information, because it is considered cheating to use other people’s ideas without this acknowledgement.

One style is the American Psychological Association (APA). Arrange your reference list in alphabetical order by author, with hanging indents. Include it on a separate page at the end of your essay or assignment under the heading Reference List.

The following examples show how you should include details in your reference list.

### BOOKS
- **One author**
- **Two authors**
- **Editor**
- **Organisation**
- **No author**

### TV, DVDS, VIDEOS
- **On TV**
- **Online**

### WEBSITES

### MAGAZINE & NEWSPAPER ARTICLES
- **Read online**
Use referencing in your essays to show where you found your ideas and information. You should include your references within the body or main discussion of the essay.

This example shows how you should use referencing in your essay.

Early childhood specialist Carolyn Seefeldt agrees when she declares: “Observing is probably the oldest, most frequently used and most rewarding method of assessing children, their growth, development, and learning” (Seefeldt, 1990, p. 313).

She and others have found that this is one of the best ways to look at an individual young child. It might not work so well with an older child, but it is eminently suited to a preschooler because

Young children, who have a limited repertoire of behaviours that can be assessed, may best be studied through observation. In fact, to assess young children, who are unable to express themselves fully with words, with any method other than direct observation may not be possible. Further, young children reveal themselves through their behaviours. Unlike older children and adults, the young are incapable of hiding their feelings, ideas, or emotions with socially approved behaviours, so observing them often yields accurate information. (Seefeldt, 1990, p. 313)

That young children do not test well needs to be stated over and over, lest we forget. They do not understand the purpose for testing, nor are they particularly interested in an activity that has little meaning for them. Although they will often submit to answering questions or completing tasks for an adult who has established rapport with them, the answers they give and the tasks they complete may have little to do with their real knowledge, abilities or feelings. Testers who have repeated the same test with the same child even in the same week, have obtained such widely differing results as to make their assessment wholly invalid (Kellogg, 1970, p. 191). Thus it is that early childhood educators have turned to child observation in a natural setting as the most effective means for assessing the learning, development and behaviour of preschool and kindergarten children.

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