

Asia-Pacific Journal of Health, Sport and Physical Education

References & Quotes

References

WITHIN TEXT

List references alphabetically by FIRST author and include ALL fullstops, commas, ampersands (&), and semi colons. For example:

(1) A number of researchers have called for empirical research to be conducted in this area (Groer et al., 2009; Holt, Streat & Begoechea, 2002; Light & Butler, 2005)

(2) Recently, MacPhail and Kinchin (2004) used student drawings in an examination of year five (primary school) students' experiences of Sport Education.

Note: Ampersands are used to list multiple authors only when this group is inserted within brackets - not when it is embedded in the free-text.

IN REFERENCE LIST

Include ALL fullstops, commas, ampersands (&) and semi colons.

For example:

Light, R. & Butler (2005) A personal journey: TGfU teacher development in Australia and the USA. *Physical Education and Sport Pedagogy*, 10(3), 241-254.

MacPhail, A. & Kinchin, G. (2004) The Use of Drawings as an Evaluative Tool: Students' Experiences of Sport Education. *Physical Education and Sport Pedagogy*, 9(1), 87-108.

Quotes

All direct quotes need to be properly cited. For example:

(1) The obvious extrapolation of this argument is that if this were 'true', we can expect in 40 or so years time to witness increasing levels of morbidity and mortality from preventable causes. Albright (2006) explains, "These are so-called 'lifestyle diseases'" (p. 62).

(2) As a further refinement it is suggested that other changes can occur "by having the game be somewhat different in each of the competition levels" (Siedentop et al., 2004, p. 68).

Direct quotes that exceed 3 lines (approx 35 words) of free text should be separated and indented. For example:

Hellison et al. (2000) commented that:

Although the notion of using a model sometimes conjures up some rigid recipe to which we must adhere, we use the term *model* as ... having a theoretical-philosophical focus and a body of supporting evidence, as well as actually being in practice, not just some college professor's brainstorm. That theoretical-philosophical focus is, in a sense, a spirit, a "way of being", rather than a rigid formula, and leaders need to own and adapt it to fit their settings, students, and style. (pp. 44 - 45)