

# APA-OTEC Style

Citation for published version (APA):

Tattersall, C., Burgos, D., Hummel, H., Beugels, F., & Koper, R. (2007). *APA-OTEC Style*. [http://ou-dspace.library.maastrichtuniversity.nl/dspace/41\\_In\\_deliverables\\_040272018/2/APA%205th-OTEC.ens](http://ou-dspace.library.maastrichtuniversity.nl/dspace/41_In_deliverables_040272018/2/APA%205th-OTEC.ens)

## Document status and date:

Published: 22/02/2007

## Document Version:

Peer reviewed version

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# Managing the output of the development programme

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Date: February 22<sup>nd</sup>, 2007

## 1. Introduction

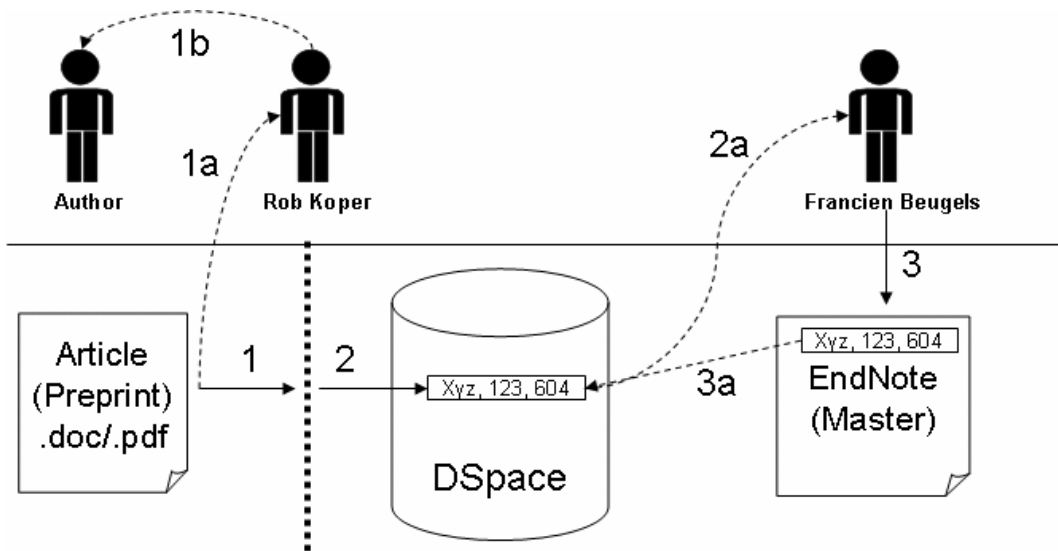
This document outlines our approach to archiving and describing the output produced by the Development Programme. In addition to serving a variety of reporting needs, having a record of what we have done helps when citing our own work, and in providing feedback on the programme's progress<sup>1</sup>. Our primary needs are:

- 1. We would like to maintain an archive of our output.**  
We are using our [DSpace](#) server for this purpose. This repository has grown to become a valuable resource for the learning technology community, and contains articles, presentations, examples and a host of other useful material from the members of the development programme and others. DSpace will continue to be the electronic primary archive of our work.
- 2. We would like to be supported in referencing other works during the article writing process.**  
Individuals today use a number of different tools and approaches - EndNote, Reference Manager, a self-maintained Word document with references etc. The use of various tools is likely to continue.
- 3. We would like to maintain an accurate overview of our output and make this available in different formats.**  
Word and Excel are used to produce various output lists (for the OTEC yearbook, for *visitaties*, etc). Francien Beugels has for the past months been creating an EndNote record of our output.

No one system will serve all our needs. DSpace is not designed to help with point 2, EndNote doesn't support point 1 and so on. However, putting some support in place can help save time and effort.

## 2. The approach

### 2.1 When an article is first submitted

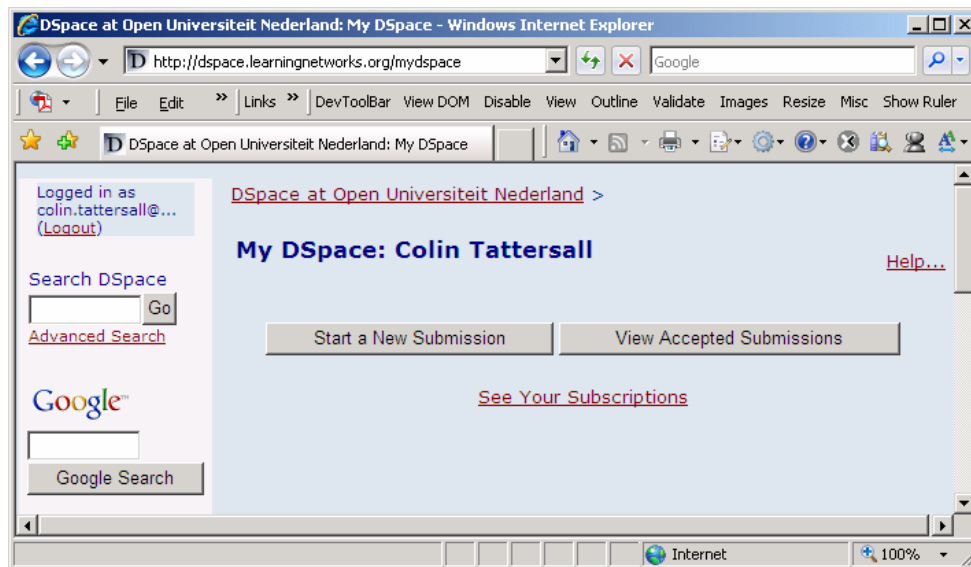


<sup>1</sup> The focus of this memo is on written works and presentations; it does not currently cover an approach to archiving our software output.

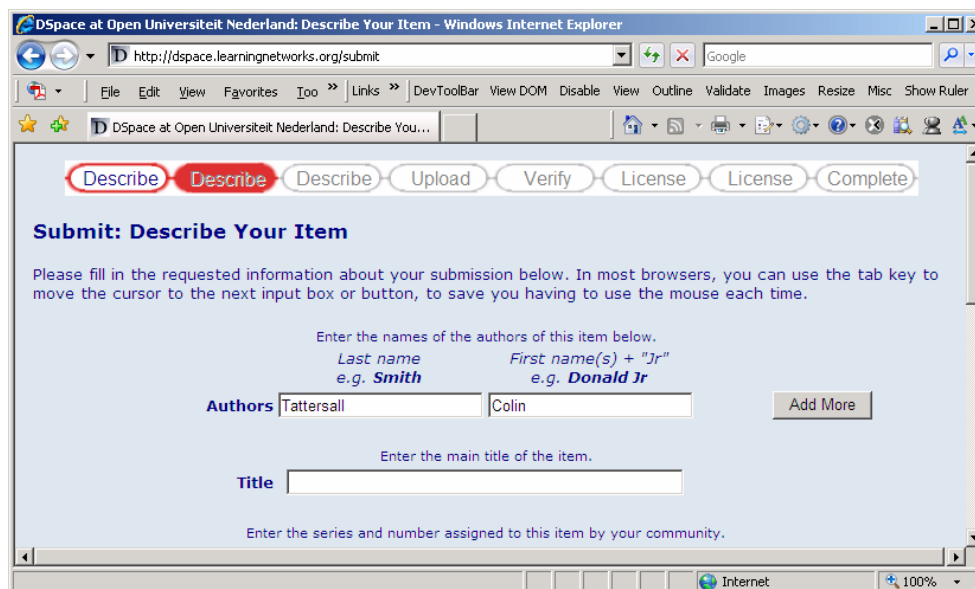
The above figure shows the first steps in our approach, taken when an article (or chapter etc) is first submitted.

### Step 1

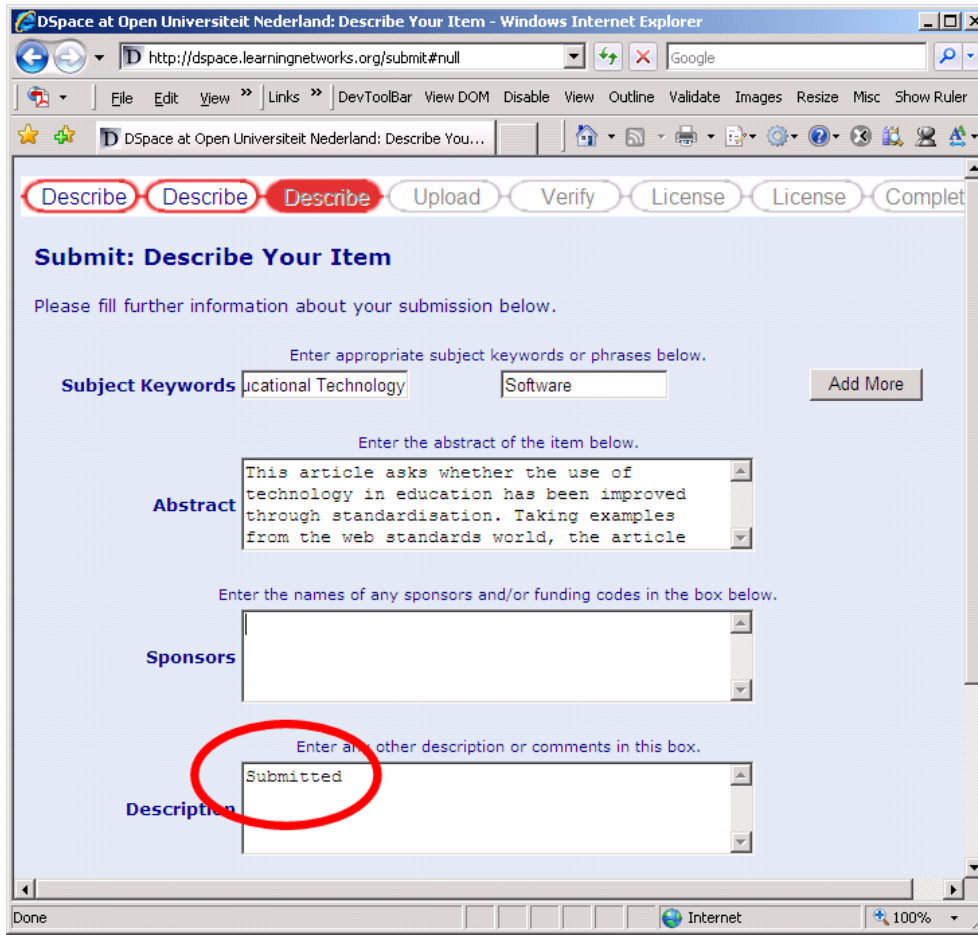
Once a draft version has been sent off to the editor, a preprint is made. We do not have rules for the format of a preprint, except that there should be an indication that the text is a preprint (eg in a header). Some authors make the preprint into a readable format by merging tables and figures into the text instead of keeping them separate as required by some journals. The preprint is submitted via MyDSpace, which requires the author to sign in to DSpace and *Start a New Submission*:



Use full first names (rather than abbreviations) when filling in the authors:



In the following screen, fill in Submitted in the Description field:



Once the DSpace submission has been completed, a trigger<sup>2</sup> is sent to Rob Koper (**1a**) who reviews the meta-data. Occasionally Rob sees a problem, and has to reject the submission. The author will receive notification of a rejection from DSpace and Rob will send a separate mail indicating the issue (**1b**).

### Step 2

If all goes well with the submission, an entry is made in the DSpace repository which can be referred to using a so-called handle. This looks something like ...

<http://hdl.handle.net/1820/429>

... and the author will receive an email indicating the submission has been accepted together with the assigned handle.

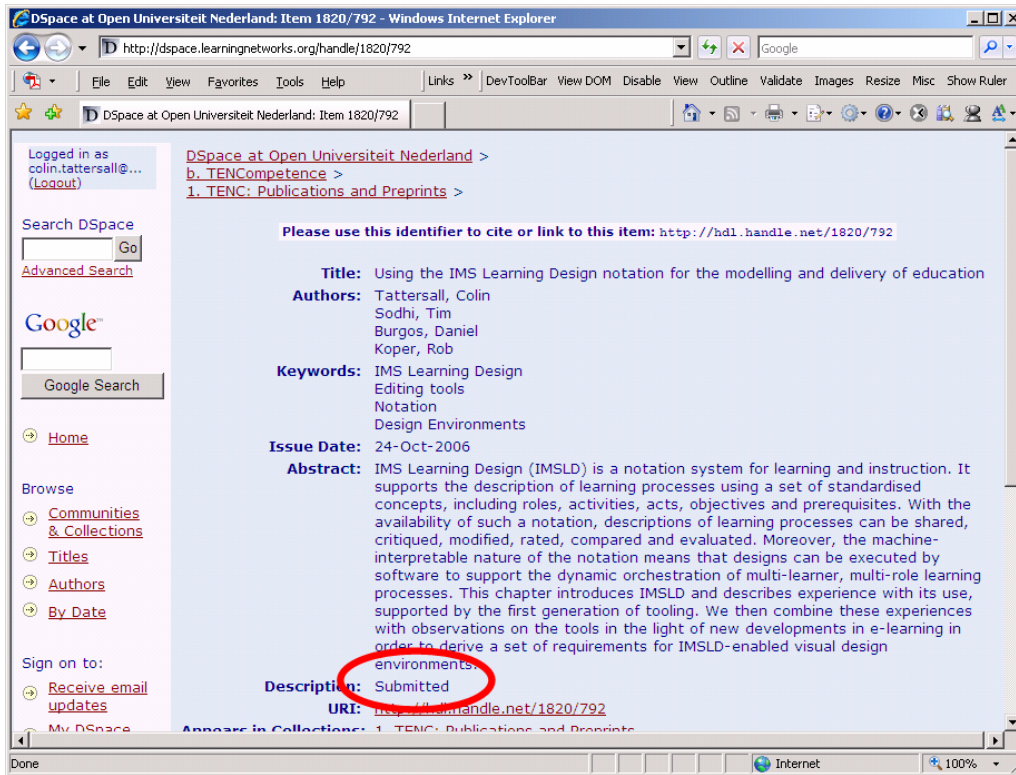
Those subscribed to this DSpace collection will receive a notification that an entry has been created. One of those subscribed is Francien Beugels (**2a**).

### Step 3

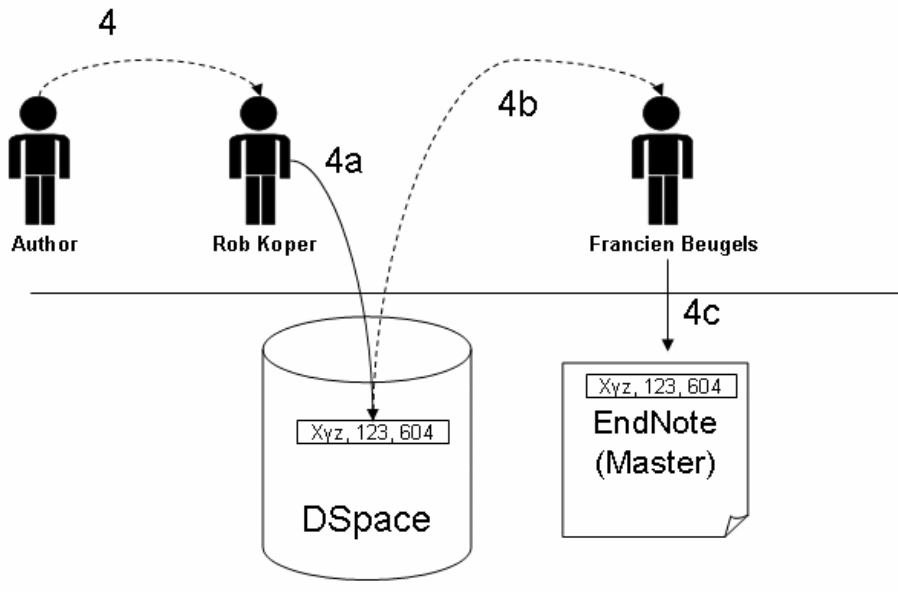
Francien updates her EndNote database with details of the submission including the handle (**3a**)

Although the DSpace submission has been accepted, there can still be a long way to go with the real journal submission, and the status of the article, shown in the DSpace *Description* field, remains Submitted:

<sup>2</sup> This is only the case for articles. Presentations are carried straight into DSpace



2.2 When an article is accepted or rejected

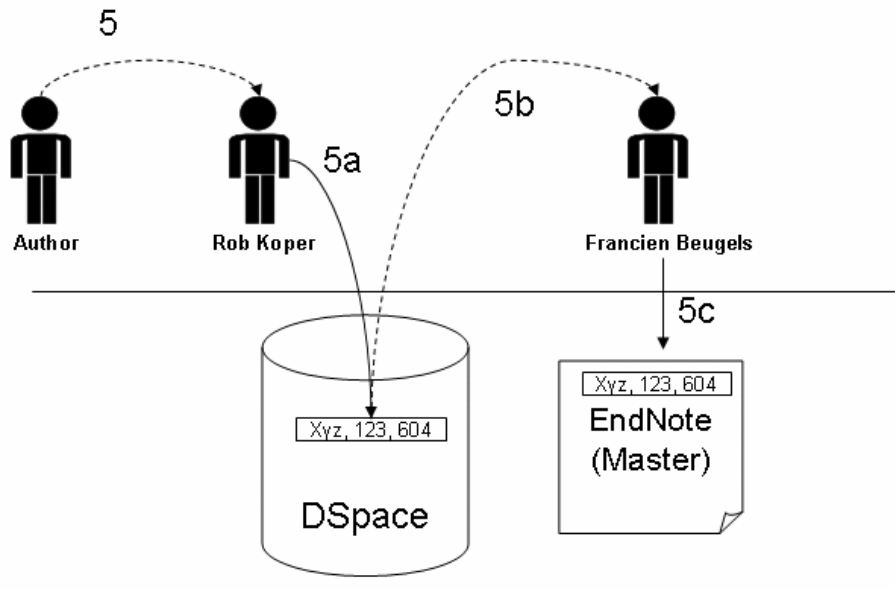


When the author hears from the editor of the submitted article's acceptance or rejection, s/he mails Rob Koper (4) with this information and the partial APA details (see Appendix 1). Rob updates the DSpace record (4a) with the APA details, and Francien in turn receives a notification of this change (4b) and updates her Master EndNote database (4c). The status of the article is now **In Press** (articles that are in the process of being published but have not yet appeared as such). Rob will change the DSpace Description to read, for example:

Please refer to the original publication: Janssen, J., Tattersall, C., Waterink, W., Van den Berg, B., Van Es, R., Bolman, C., & Koper, R. (in press). Self-organising navigational support in lifelong learning: how predecessors can lead the way. *Computers & Education*.

Note that this is not strictly speaking APA format since the title should be in italics.

### 2.3 When the final details of an articles publication are known

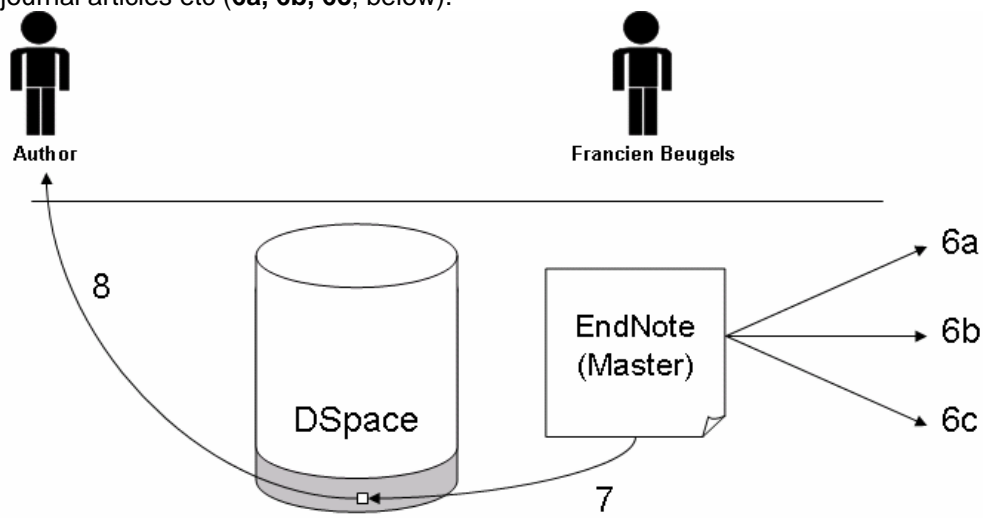


Step 5 is almost identical to step 4. When the author hears the final publication details from the journal editor, s/he mails Rob Koper with the final APA details (see the appendix). Rob updates the DSpace record (5a) with the APA details, and Francien in turn receives a notification of this change (5b) and updates her Master EndNote database (5c). The status of the article is now Published and Rob will change the description to read, for example:

Please refer to original source: Koper, R., Tattersall, C. (2004). *New directions for lifelong learning using network technologies*. *British Journal of Educational Technology*, 35 (6), 689-700.

### 2.4 Additional steps

Since the EndNote database reflects the development programme output, it can be used by Francien to generate various forms of output: filtered to give publications for a given year, only journal articles etc (6a, 6b, 6c, below).



Moreover, Francien can place this EndNote database (and an RTF, XML and textual version) as a resource into DSpace (7) so that it receives its own handle, and can be downloaded and used by authors in the writing process (8).

### 3. Concluding remarks

Reporting on and reviewing our output currently takes more time than it should. Following the above approach will help us work in a more professional manner. Given that various people and systems are involved, inaccuracies will occur. The best way to deal with these is to report them to Rob Koper via email as soon as they are seen (in EndNote, DSpace, ...).

## Appendix 1 APA-OTEC Style Guide

### Journal paper

Koper, E. J. R., Pannekeet, K., Hendriks, M., & Hummel, H. G. K. (2004). Building Communities for the Exchange of Learning Objects: Theoretical foundations and requirements. *ALT-J Research in Learning Technology*, 12(1), 21-35.

### Journal paper in a special issue

Burgos, D., Tattersall, C., & Koper, R. (2006). Re-purposing existing generic games and simulations for e-Learning [Special issue on Education and pedagogy with Learning objects and Learning designs]. *Computers in Human Behavior*, 12(1), 21-35.

### Journal paper [electronic journal]

Knight, C., Gašević, D., & Richards, G. (2005). Ontologies to integrate learning design and learning content [Special issue on Learning Design]. *Journal of Interactive Media on Education*. Retrieved December 31<sup>st</sup>, 2005 from <http://jime.open.ac.uk/2005/07>

### Book chapter

Van Rosmalen, P., & Boticario, J. (2005). Using Learning Design to support design- and runtime adaptation. In R. Koper & C. Tattersall (Eds.), *Learning Design: A Handbook on Modeling and Delivering Networked Education and Training* (pp. 51-84). Heidelberg, Germany: Springer Verlag.

### Book (edited)

Koper, R., & Tattersall, C. (Eds.). (2005). *Learning Design: A Handbook on Modeling and Delivering Networked Education and Training*. Heidelberg, Germany: Springer Verlag.

### Book (authored)

Prensky, M. (2001). *Digital game-based learning*. New York: McGraw-Hill.

### Electronic reference

IMSLD. (2003). *IMS Learning Design Specification*. Retrieved February 27th, 2004, from <http://www.imsglobal.org/learningdesign/index.cfm>

### Conference paper (published in proceedings)

Tattersall, C., Burgos, D., Vogten, H., Martens, H., & Koper, R. (2006). How to use IMS Learning Design and SCORM 2004 together. In D. Yang, T. Shih, G. Chen, Kinshuk, N. Chen & L. Lin (Eds.), *Proceedings of the 2006 International Conference on SCORM 2004* (pp. 143-146). Taipei, Taiwan: ADL & Tamking University Publishing Inc.

### Conference paper (unpublished)

Verpoorten, D., Poumay, M., & Leclercq, D. (2005). *The 8 Learning Events Model: a Pedagogic Conceptual Tool Supporting Diversification of Learning Methods*. Paper presented at the International Workshop in Learning Networks for Lifelong Competence Development. March 30th-31st, Sofia, Bulgaria: TENCompetence. Retrieved August 28, 2006, from <http://hdl.handle.net/1820/674>

Contribution to a conference (keynote, presentation...)(unpublished)

Specht, M. (2005). *Contextualized Learning with Mobile Devices*. Presentation at the Mobile Learning Day 2006 in FU. Nov 17th, Hagen, Germany. Retrieved August 28, 2006, from <http://hdl.handle.net/1820/817>

Doctoral and Master thesis (published)

See *Book (authored)*

Doctoral and Master thesis (unpublished)

Burgos, D. (2006). The structure and behavior of virtual communities engaged in informal learning about e-learning standards. *Unpublished doctoral dissertation, European University, Madrid, Spain*. Retrieved August 28, 2006, from <http://dspace.learningnetworks.org>

Technical report and deliverable

Griffiths, D., Blat, J., Sayago, S., Navarrete, T., Santos, J.L., Berbegal, N., Burgos, D., Tattersall, C., Kew, C., & Dias, A. (2005). *UNFOLD Deliverable D8.2. Periodic evaluation report 2*. Luxembourg: UNFOLD Project. Retrieved August 28, 2006, from <http://hdl.handle.net/1820/674>

Journal paper (in press)

Koper, E. J. R., Pannekeet, K., Hendriks, M., & Hummel, H. G. K. (in press). Building Communities for the Exchange of Learning Objects: Theoretical foundations and requirements. *ALT-J Research in Learning Technology*.

## Appendix 2: EndNote Conventions

Output Type	EndNote Reference Type
Journal paper	Journal Article
Journal paper in a special issue	Journal Article
Journal paper [electronic journal]	Journal paper
Book chapter	Book Section
Book (edited)	Edited Book
Book (authored)	Book
Electronic reference	Electronic Source
Conference paper (published in proceedings)	Book Section
Conference paper (unpublished)	Conference Proceedings
Contribution to a conference (keynote, presentation...) (unpublished)	Conference Proceedings
Doctoral and Master thesis (published)	Book
Doctoral and Master thesis (unpublished)	Thesis
Technical report and deliverable	Report