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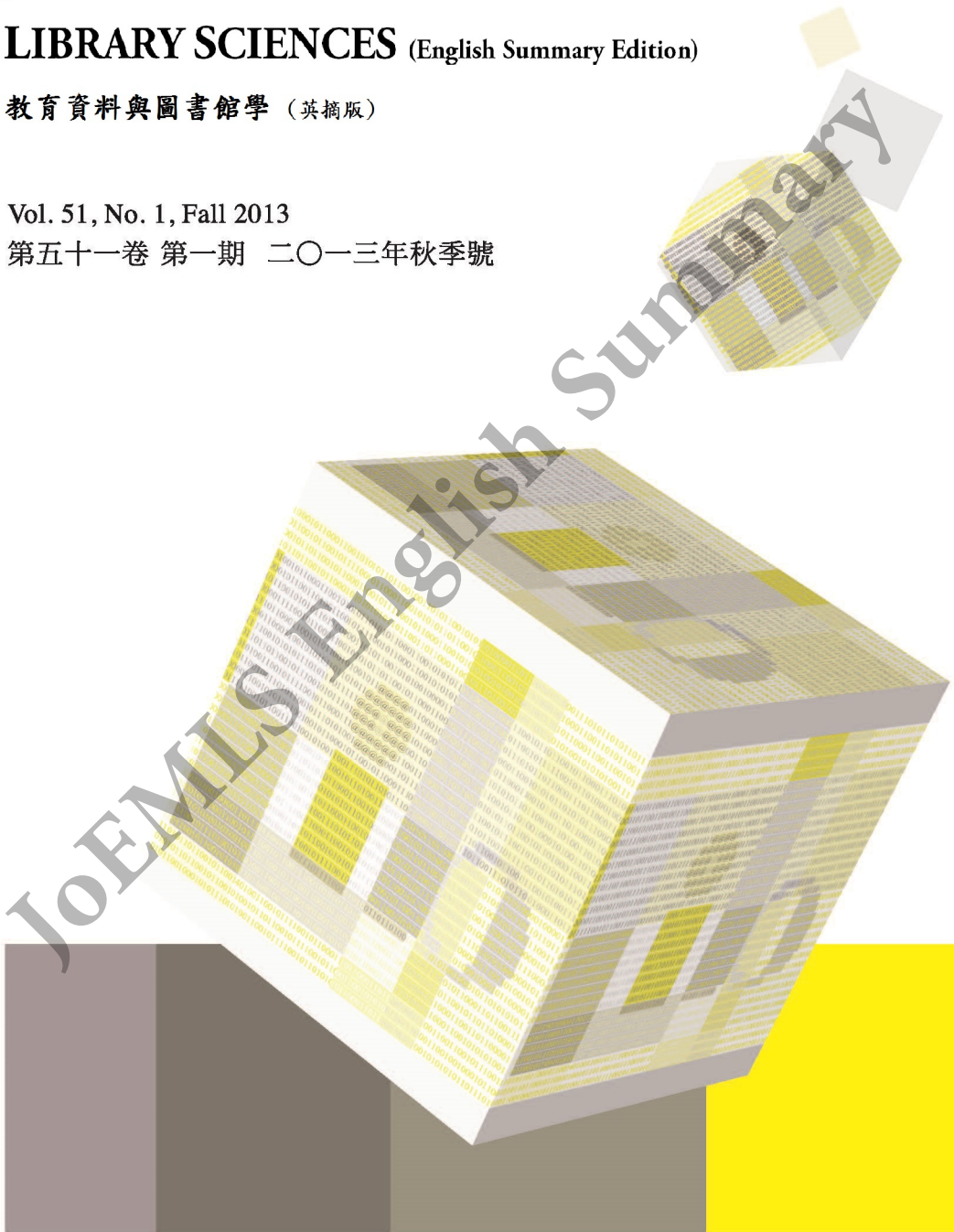
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教育資料與圖書館學，始於1970年3月創刊之教育資料科學月刊，其間於1980年9月更名為教育資料科學，改以季刊發行。自1982年9月起易今名，而仍為季刊，每年秋(10月)、冬(翌年1月)、春(4月)與夏季(7月)各出刊一期，合為一卷。現由淡江大學出版中心出版，淡江大學資訊與圖書館學系和覺生紀念圖書館合作策劃編輯。本刊為國際學術期刊，2008年獲國科會學術期刊評比為第一級，並廣為海內外知名資料庫所收錄(如下英文所列)。

The JOURNAL OF EDUCATIONAL MEDIA & LIBRARY SCIENCES (JoEMLS), published by the Tamkang University Press and co-published with the Department of Information & Library Science (DILS) and Chueh Sheng Memorial Library, was formerly the **Bulletin of Educational Media Science** (March 1970 – June 1980) and the **Journal of Educational Media Science** (September 1980 – June 1982). The JoEMLS has been a quarterly as well as a new title since September 1982, appearing in Fall, Winter, Spring and Summer issues. The JoEMLS is indexed or abstracted in *Index to Chinese Periodicals*, *Chinese Electronic Periodicals Service (CEPS)*, *Ulrich's Periodicals Directory*, *Public Affairs Information Services (PAIS)*, *Library & Information Sciences Abstracts (LISA)*, *Library Literature & Information Science (LLIS)*, *H.W. Wilson Database*, *Directory of Open Access Journal (DOAJ)*, *Library, Information Science & Technology Abstract (LISTA)*, *Scopus*, and *Taiwan Social Sciences Citation Index (TSSCI)*.

教育資料與圖書館學 封面意義：躍升於紙本印象上的數位與網路化圖書資訊圖騰。

The cover design of JoEMLS signifies:

L (Librarianship); I (Information Technology); B (Bibliophile and the Book trade)

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JoEMLS 編輯政策

本刊係採開放存取 (Open Access) 與商業資料庫付費途徑，雙軌發行之國際學術期刊，兼具電子版與紙本之平行出版模式。本刊除秉持學術規範與同儕評閱精神外，亦積極邁向 InfoLibrary 寓意之學域整合與資訊數位化理念，以反映當代圖書資訊學研究趨勢、圖書館典藏內容與應用服務為本；且以探討國內外相關學術領域之理論與實務發展，包括圖書館學、資訊科學與科技、書業與出版研究等，並旁及符合圖書資訊應用發展之教學科技與資訊傳播論述。

Open Access 典藏政策

JoEMLS 向來以「綠色期刊出版者」(Green Publisher / Journal) 自居，同意且鼓勵作者將自己投稿至 *JoEMLS* 之稿件，不論同儕評閱修訂稿與否，都能自行善加利用處理，但希望有若干限制：

- (1) 勿將已刊登之修訂稿 (post-print) 再自行轉為營利目的之使用；
- (2) 典藏版以期刊排印之 PDF 檔為首選；
- (3) 任何稿件之典藏版本皆須註明其與 *JoEMLS* 之關係或出版後之卷期出處。

JoEMLS Editorial Policy

The *JoEMLS* is an Open Access (OA) Dual, double-blind reviewed and international scholarly journal dedicated to making accessible the results of research across a wide range of Information & Library-related disciplines. The *JoEMLS* invites manuscripts for a professional information & library audience that report empirical, historical, and philosophical research with implications for librarianship or that explore theoretical and practical aspects of the field. Peer-reviewed articles are devoted to studies regarding the field of library science, information science and IT, the book trade and publishing. Subjects on instructional technology and information communication, pertaining to librarianship are also appreciated. The *JoEMLS* encourages interdisciplinary authorship because, although library science is a distinct discipline, it is in the mainstream of information science leading to the future of **InfoLibrary**.

Open Access Archiving

The *JoEMLS*, as a role of “OA green publisher/journal”, provides free access online to all articles and utilizes a form of licensing, similar to Creative Commons Attribution license, that puts minimal restrictions on the use of *JoEMLS*'s articles. The minimal restrictions here in the *JoEMLS* are:

- (1) authors can archive both preprint and postprint version, the latter must be on a non-commercial base;
- (2) publisher's PDF version is the most recommend if self-archiving for postprint is applicable; and
- (3) published source must be acknowledged with citation.

Contents

EDITORIAL

In and Beyond This Issue

Jeong-Yeou Chiu

1

RESEARCH ARTICLES

**Visualized Book Recommender System
Using Matrix Clustering**

June-Jei Kuo, Jui-Shan Chang, &
Yu-Jung Zhang

4:

**A Pilot Study on the Aesthetic
Communication Process of Readers
Interpreting Wordless Picturebooks
Based on the *Anno's Journey* Series**

Yu-Chai Lai9;

**Development of Information Literacy
Assessment and Students Performance:
A Case Study on a Second-Grade
Information Literacy Curriculum**

Lin Ching Chen, & Yu-Pin Chen144

**A Case Study of the Factors Affecting
Public University Faculty's
Participation in OpenCourseWare**

Chang-Hwa Wang, Cheng-Ping Chen, &
Shi-Ze Hu

177

REFERENCING STYLES

Chicago Style

163

APA Style

178



EDITORIAL

In and Beyond This Issue

Scholars have been relying heavily upon style manuals and guides for writing scholarly journal articles and compiling references (hereafter “style guides”). In addition, references are an important component of scholarly journal editing. In order to adopt the new editions of styles guides, to enhance the quality standards for the editing process, and to make it easily applicable by authors, the *Journal of Educational Media and Library Sciences* (JoEMLS Vol. 51 No. 1) issued its new style guides for Chinese language authors after months of reviewing the updated APA and Chicago (Turabian) referencing styles. We also enhanced the *Chinese Notes and References Romanization Help* by enhancing it with more detailed examples. Since it does contain so many examples, we published only a portion in print to be conscious about the length. Revising a journal’s style guide is difficult process and it’s hard to establish an absolute standard and consensus. However, accumulating knowledge privately cannot add to the value of style guide itself. We hope that by sharing JoEMLS referencing style guide in this issue and allowing it to be widely disseminated and applied, it will benefit our authors and other scholars and furthermore encourage the discussion about referencing styles among scholarly journal publishers. Publicizing our style guide can be significant, we sincerely hope that it can benefit the entire scholarly publishing environment.

Regarding the JoEMLS *Chinese Notes and References Romanization Help*, the main goal of this documentation is to ensure that Chinese references can be recognized by western citation index databases and be harvested and indexed accurately. In fact our strategy is set on primarily applying to be indexed by Social Science Citation Index (SSCI) database and then streamlining the indexing processes for databases such as Scopus. The complexity of the work that goes in to citation romanization is comparable to the amount of work for developing referencing style guides. It has to consider the Cross-Strait difference in Chinese referencing styles for author names, journal titles, publication names, and the variation in Pinyin (phonetic system) and punctuation, all of which simply can’t be normalized by JoEMLS’s effort on establishing citation romanization rules alone. Regardless that we are the first one internationally to carefully develop specification for Chinese references romanization - Such monumental

standardization initiative, in theory should be led by the Thomson Reuters citation database vendor to develop standards. The Taiwanese Government (such as the National Science Council and the Ministry of Education) should have more active in participating and guiding the revision of CNS13611 *Documentation – Bibliographic References: Content, Form and Structure* and even initiate a discussion on the need and standard of “the Chinese Notes & References Romanization”. However, there is a lack of progress in that area. Although there aren’t effective and clear policies, JoEMLS will build on the existing framework and gradually enforce international author’s authority identifiers systems on JoEMLS in the future in order to foster an all-encompassing development of an academic journal; advocate the application of Author ID or ORCID for all papers published in our journal. We hope for the support and encouragement from everyone.

For the issue we received twelve manuscripts and rejected eight. Only four manuscripts were accepted which resulted in a rejection rate of 66.67%. Additionally there are thirteen articles in the pending status. In this issue you will find *Visualized Book Recommender System Using Matrix Clustering* by June-Jei Kuo, Jui-Shan Chang and Yu-Jung Zhang, *A Pilot Study on the Aesthetic Communication Process of Readers Interpreting Wordless Picturebooks Based on the Anno’s Journey Series* by Yu-Chai Lai, *Development of Information Literacy Assessment and Students Performance: A Case Study on a Second-Grade Information Literacy Curriculum* by Lin Ching Chen and Yu-Pin Chen; and *A Case Study of the Factors Affecting Public University Faculty’s Participation in OpenCourseWare* by Chang-Hwa Wang, Cheng-Ping Chen and Shi-Ze Hu. Each one is excellent and worth reading.

Jeong-You Chiu
JoEMLS Chief Editor

JOEMLS English Summary



Visualized Book Recommender System Using Matrix Clustering

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Abstract

Traditional library recommender system can not only employ users' borrowing records to recommend books with similar subjects which they have read, but also use borrowing records of users who are in the same social network to recommend books they never borrow but may be interested in. However, as users' reading interests changes from time to time, treating their borrowing records at different time periods equally seems to lead the recommendation results not to meet the users' current needs. Moreover, as the borrowing records are highly dimensional and sparse, the traditional clustering methods cannot tackle clustering issue effectively. Besides, in order to allow users to examine recommendation results in multiple aspects and offer a clear picture of items ranked by users' perceived reading interests, interactive information visualization need to be implemented. Therefore, this paper exploits time decay weight, matrix clustering using dynamic threshold and topic maps to propose a novel visualized book recommender system. According to the experimental results of users' satisfaction questionnaire, the proposed recommender system can be useful to represent the recommendation results and helpful for users to find their interested books. Furthermore, two-layered topic map is easier to understand than one-layered topic map, and it can effectively satisfy the users' needs.

Keywords: Time decay; Matrix clustering; Topic map; Book recommender

* Principal author for all correspondence.

SUMMARY

1. Introduction

With the challenge of information explosion and development of Web 2.0 technology, traditional libraries have transformed into digital libraries gradually. The abundance of documents and information in digital libraries has created much inconvenience to users seeking information online. Consequently, digital libraries are confronted with a big challenge: effective management of large information collections to give users easy and quick access to information needed. Along with personalized service development and research, recommender systems have proven to be valuable in tackling the above issues advising users on relevant products and information by predicting a user’s interest, based on various types of information. Currently, collaborative filtering has been one of the most successful technologies for personalized recommendation, in which the typical algorithm is the clustering algorithm using similarity based on user ratings in order to find neighbors who have similar interests with the active user. However, most of the traditional collaborative filtering algorithms only pay attention to the similarity score, without considering the user interest shifting with the change of time. Thus leads to the recommendation result departure from the true user’s current information needs. In addition, for library recommendation application, high dimensional and sparse data are typical. Besides, interactive information visualization can allow users to more easily see multiple aspects of recommended results and offer a clear of items ranked by perceived interests. To solve the above issues of library recommender systems simultaneously, the time decay weight for interest change over time, matrix clustering and topic maps are introduced to propose a novel library recommender system.

2. Matrix Clustering

To deal with the issue of personalization, how to obtain customers’ interests effectively has become an important research topic. One of the approaches for personalization is matrix clustering, which is similar to the collaborative filtering. Figure 1 shows the exchange example of rows and columns and the extracted dense sub-matrix from the given base matrix.

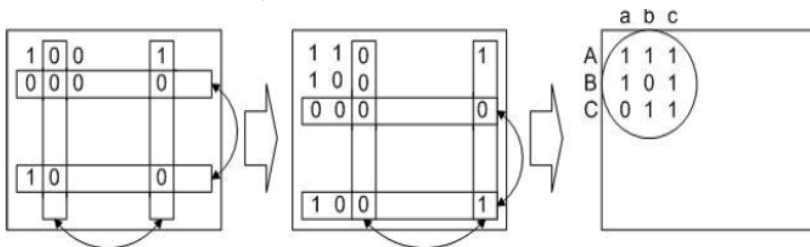


Figure 1 Exchange Example of Rows and Columns

A naive algorithm to exchange rows and columns iteratively requires many computations when the matrix is large. Ping-Pong algorithm is a new fast algorithm, which is intended to reduce the execution time by utilizing the sparseness of a matrix. Furthermore, the Ping-Pong algorithm finds the most maximum dense matrix, which satisfies both the support and confidence. However, we want to extract all the dense matrices iteratively. Thus, the Ping-Pong algorithm is modified below.

Matrix Clustering using Dynamic Parameters:

- (1)Input binary sparse matrix A and set the related parameters such as density.
- (2)Use random number to decide the start row and then activate the row in matrix A.
- (3)Execute the ping-pong algorithm.
- (4)Delete the rows and columns of dense matrix from matrix A.
- (5)If there is an extracted dense matrix, output the dense matrix and go to step 2
- (6)If matrix A is not NULL, decrease the density parameter and activated value stepwise.
- (7)If both the density and activated value are bigger than predefined respective critical values, go to step 2.
- (8)End

3. Visualized Book Recommender System

The architecture of proposed visualized library recommender system is shown as Figure 2. There are six modules and three types of records collected by digital libraries. Besides, the borrow/return statistics is created by data conversion module.

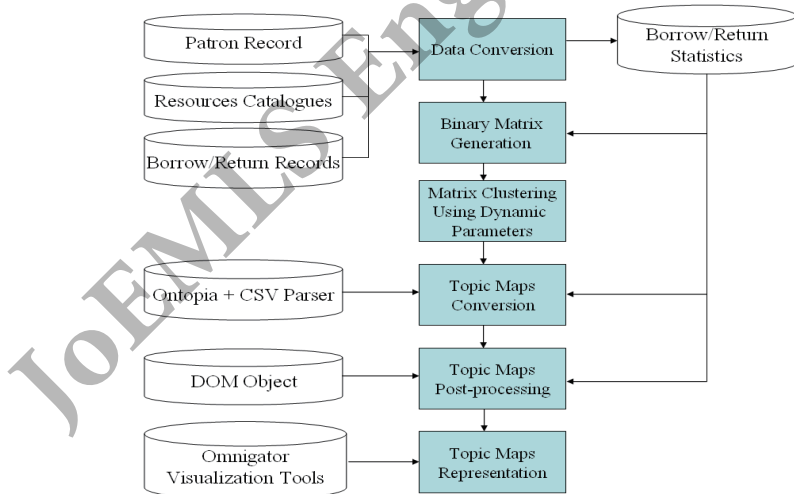


Figure 2 Architecture of the Proposed Visualized Library Recommender System

(1) Data Conversion Module

The module deletes the unnecessary data and saves the remainder. All the data belongs to a user will first be gathered and then the relevant data of each user are merged into borrow/return statistics. Moreover, the start date, return date,

loan duration, and borrowing times of each book are computed and saved as well.

(2) Binary Matrix Generation Module

This module converts the data from data conversion module into binary matrix using some criteria. Moreover, the time weight of user access time is also introduced to improve the importance of recent borrowed books in the course of producing the book recommendation.

(3) Matrix Clustering Using Dynamic Parameters Module

This module employs the matrix clustering to detect maximal and dense sub-matrices. As the matrix clustering is an NP problem, an admissible heuristic function is needed. In order to obtain a heuristic function, the matrix clustering problem is eased with fewer restrictions.

(4) Topic Maps Generation Module

To convert the data into a topic map, first, users' interesting group data are automatic clustered by the dynamic threshold matrix clustering module. Then, we collect the users' profiles, circulation records and library bibliographic records and convert all data into CSV files. The conversion module is developed in a JAVA environment using the Topic Maps Engine and Ontopia API to build the topic map. In order to read the file content in CSV format, we make use of the CSVParser package to parse the value in the column field. Finally, a topic map with XTM format is generated.

(5) Topic Maps Post-processing Module

There is a serious representing problem with the topic map generated by the conversion module: the topics of the same concept are not identified as the same object in the topic map. To cope with this problem, the DOM(Document Object Model) package is used. An ID list was built to process the duplicate objects. Topics with wrong reference will be searched and then deleted.

(6) Topic Maps Representation Module

Omnigator is a topic map navigator built using components of the Ontopia for loading, viewing, visualizing, debugging and merging Topic Maps. For this reason, we not only build the topic maps with the Ontopia Topic Maps Engine and API, but also visualize the topic maps with Omnigator to make the presentation more intuitive and effective for browsing and evaluating.

4. Experiment Results

The related borrow/return records of our graduate students from year 2005 to 2010 were employed to be our test corpus. There were a total of 71 students. After deleting those students who seldom or never borrowed books, there were 59 students. Furthermore, the related patron records and resources catalogues were extracted as well.

(1) Results of the Satisfaction of Recommender Systems

To compare the proposed library recommender systems, K-Means clustering (baseline1) and hierarchical clustering using complete link algorithm (baseline2) are employed to implement two baseline recommender systems. The results are shown in Table 1, the scores are precisions. The higher the precisions are, the better the recommendation performance is. Moreover, time decay A and B means “not using time weight” and “using time weight”. On the one hand, Rigid metric used only the marks in the “interested” column of evaluation sheets. On the other hand, the relaxed metrics used all the marks in the “interested” or “don’t know” columns of evaluation sheets.

Table 1 Average Precision of Experimental Results

Time decay	Methods		Baseline1	Baselin2	Proposed Method
	Metrics				
A	Rigid		0.2918	0.2755	0.3075
	Relaxed		0.3510	0.3320	0.6294
B	Rigid		0.3350	0.3725	0.5161
	Relaxed		0.3817	0.4089	0.7124

(2) Results of Visualized Satisfaction

Two kinds of Topic Map presentations are proposed and named as one-layered topic map and two layered topic, respectively. For each topic node, one-layered topic map shows all the information. On the other hand, for each topic node the two-layered topic map hides most of information and only shows the necessary information. Whenever necessary, the readers can expand the information easily. To understand the usability and visibility of the proposed Topic Map presentations, five-point Likert scale questionnaire and three testers are employs to evaluate the visualized satisfaction. The average scores for both topic map presentations are 2.9 (one-layered) and 3.8 (two-layered), respectively. Apparently, two-layered topic map is more easily understood than one-layered topic map, and can effectively satisfy the users’ information needs.

5. Conclusions

During the time of knowledge explosion, personalized knowledge service is an inevitable trend and it exhibits a high-level service pattern to satisfy users’ diversified information needs. The study integrates users’ interest change over time into user interest modeling. Additionally, to tackle the data sparsity the matrix clustering is also introduced and modified to discover neighbors who have same interests. Topic map is also employed to propose a novel visualized recommender system. According to the experiment promising results, the time decay weight can effectively reflect user’s interest trend and the matrix clustering

can tackle the sparsity issue as well. Moreover, for better visibility and usability, the two-layered topic map presentation is superior than one-layered topic map presentation. To further improve the quality of the proposed library recommender system there are future works described below.

- (1) To cope with the scalability problem, effective heuristic functions should be further studied.
- (2) How to provide a user-friendly interface such as semantic web or topic map is indispensable.
- (3) To enhance the performance of the recommender system, social network and trust propagation should be researched and introduced.

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JOEMLS English Summary



A Pilot Study on the Aesthetic Communication Process of Readers Interpreting Wordless Picturebooks Based on the *Anno's Journey* Series

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Abstract

This study investigated the genealogy of iconographic interpretation. By adopting an aesthetic communication model for reader responses as the basis for consideration, we regarded reader-book interactions as the artistic and receptive poles of the conversational process. Regarding the artistic pole, we explored the inviting structure of iconographic narrative. Regarding the receptive pole, we cited empirical studies in which the results are related to iconographic interpretation, in addition to using personal and imaginative styles to analyze the process of interpreting images. By exemplifying the aesthetic responses of readers when interpreting wordless picture books, we endeavored to refine the aesthetic communication process of pictorial narrative. The findings indicate that the sensory associations, genre knowledge, and picture book creation experiences of the readers introduce new meaning to imagery. Readers can also experience the aesthetic response of re-creation by restructuring the narrative logic of the wordless pages and visually connecting the perceived images, tasks that are similar to the process of animation.

Keywords: *Aesthetic communication; Wordless picturebooks; Imagination; Pictorial narrative; Iconographic interpretation*

SUMMARY

“Aesthetic experience” includes emotional responses and external behaviors. For emotional responses, a reader derives aesthetic pleasure and enjoyment without interests in daily life. For external behaviors, an appreciator interacts with art works accompanied by expressions, such as “encore” or “bravo,” which are also aesthetic responses. Aesthetic activity emphasizes spiritual aspects such as satisfying audience aesthetic needs or harmony with non-interest judgments.

Since 1970, researchers have been examining aesthetic responses from interactions between audiences and texts and focusing on audience subjectivity in producing new meanings for literary works. Aesthetic communication broad discussion of audience agency stated that audiences construct new art work

values, but contexts or text structure limit audience interpretation. In other words, aesthetic communication considered aesthetic experiences the results of the interaction between audience internal structures and text structures. Four facets form aesthetic responses are: audience horizon, text structure, interaction between an audience and texts, and aesthetic effects.

Word, semantic, rhetoric, genre, and theme constructed text structure invite audiences to immerse themselves in fantastic worlds. As Ingarden (1973) explained, there are four levels of inviting structure: the first level is phonetics; the second level is semantic units; the third level is represented objects; and the fourth level is schematic plots.

The first level, **phonetics**, refers to rhymes or sounds, similar to Saussure's "signifier" concept of mental images during people's speech (Saussure, 2002). The second level, **semantic units**, refers to combinations of rhetoric and sentences where vocabulary sequences could form different meanings. The third level, **represented objects**, refers to something authors want to portray, such as spatial and historic backgrounds of characters. The fourth level, **schematic plots**, refers to schemes in the text to lead audiences to wander their points of view to immerse into contexts.

Iser used Ingarden's perspective, and emphasized audience imagination. Iser felt that text structure was a scheme that included blanks and indeterminacy, encouraging audience imaginations to interrelate details. While audiences complete blanks during reading actions, their horizons might shift to author constructed text worlds.

Audiences can build on their aesthetic vision to interaction with text structure. Audiences also perceive phonetics, semantic units, and represented objects and schematize these aspects to transfer them into mental images and objective knowledge. Audiences can also complete blanks or overcome uncertainty and conflicts with imagination to obtain aesthetic pleasure.

The aesthetic communication model defines aesthetic experiences as a result of dialogs between audiences understanding and interpretation (Iser, 1972, 1976). While audiences interact with works, they can adjust or tune their original cognitions to follow text contexts and obtain aesthetic pleasure.

In summary, aesthetic paradigms shift from objective forms with audience interpretation and recreation and emphasize audience subjectivity. From this perspective, audiences can immerse themselves in text constructed worlds by using their imaginations to transfer words, sentences, and interpretations. Audiences can also select or ignore features to invoke different aesthetic experiences.

From the historical development of aesthetics paradigms, aesthetics

researchers have discussed the ontology of audience, objective forms and features of art works and the interaction between people and text structure. At first, aesthetics philosophers saw audiences as passive with no ability to judge actively. Aristotle emphasized order or harmony in the real world and deemed objective artwork as featuring an essential element of beauty. Kant and Shiller considered that beauty existed in objective events and ignored participant feelings. Iser mentioned the importance of audience participation and confirmed that audiences can interpret actively. Considering the ontology of audience, aesthetics researchers cannot overlook the importance of subjectivity. When audiences watch movies, they experience emotions and interpret plots or details that authors may not consider.

Ingarden analyzed the text structure of literature and divided text structure into four facets but these observed units were based on literary works. Reiley (2004) discussed aesthetic judgment processes that occur while people appreciating images. These processes included visual perception of images in movies and people's schema and evaluation. Images represent objects concretely; therefore, the audience does not use their imagination to integrate words and construct mental images gradually. This paper examines image structure using phenomenological reduction. Visual elements consist of visual forms, syntax relationships and units of meaning, represented objects, and schematized aspects. Visual forms are essential elements of image rhetoric. Visual forms are settings, clothes, actions, lights, actors, and camera languages. Methods of combining visual elements are not linear or sequential as in lexical systems, but constructed in whole pictures by audience sensus and everyday knowledge. Visual codes assemble represented objects. These mechanisms allow the audience to pay attention to some aspects of implements and actors and **gestalt** episodic memory into complete images. During the process of aesthetic judgments, the audiences integrate different visual forms into whole pictures. An audience should complete blanks to follow schematized aspects and understand rough plots in wordless picturebooks.

This study reviews central aesthetic communication and explains the historical developments and core concepts of the paradigm. It draws on the views of Ingarden, and Iser to explain core concepts including text structure, audience aesthetic horizon, interaction, and aesthetic effects in the reception of aesthetics. This study operationalizes the concept of aesthetic horizon. In discussing research methods and design, wordless picturebooks are used to explain processes of appreciating pictorial narrative and analyze aesthetic effects.

Hermeneutics paradigm states that researchers and observed respondents construct knowledge, and that narrators or respondents should represent social

reality (Blaikie, 1993). Hermeneutics cycles reflect the spirit of this perspective, and state that researchers interpret data with dialogistic and tuning methods. Researchers ground themes with data and revisit foregrounding thoughts in hermeneutics cycles.

Researchers could quickly obtain meanings expressed by observed respondent hermeneutics cycles to comprehend their pre-understanding, culture communities, and historical texts. In other words, researchers should ground research in visible evidence to interpret social phenomenon and acquire intersubjectivity from the perspective of the observed.

In this manner, interaction frequencies between researchers and observed respondents increase and long conversations maintain intimate and confidential cooperation. Thus, researchers can use in-depth interviews to gain intersubjectivity and empathize with observed respondents.

In-depth interviews based on interactions between researchers and respondents co-construct knowledge. Respondents express experiences, feelings, and imagination and supply observers (or researchers) with rich information. Therefore, in-depth interviews are processes of exchanging information and researchers must understand respondent thoughts to contextualize their beliefs in deep social context structures.

From a hermeneutics paradigm perspective, researchers focus on certain objects to explore ideographic knowledge. One aim of in-depth interviews is to describe social reality in special cases. Therefore, researchers search for observed respondents using principles of assimilation, theoretical thinking, or research strategy. In other words, qualitative research does not consider sample size.

This study analyzes the aesthetic response of audiences appreciating wordless picture books from the perspective of aesthetic communication. The communication process can be assessed according to the appealing structure and young children's interpretation process.

For the inviting structure, a narrator can use the image syntax and sequence to balance the consistency and continuity of the images. The referential system or context that readers associate with roles of children's literature increases their enjoyment and appreciation of picture books. When viewing pictures, readers can switch between different frames and pages in order to interpret causal relationships that form the story.

Because wordless picture books do not have anchor text or determinate answers, they provide young readers with room to imagine. Children must recreate the story every time they read a picture book, which enables young readers and authors to co-construct pictorial narratives and aesthetic experiences.

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JOEMLS English Summary



Development of Information Literacy Assessment and Students Performance: A Case Study on a Second-Grade Information Literacy Curriculum

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Abstract

The main purpose of this study was to develop an Information Literacy Assessment for 2nd-grade students and evaluate their performance. The assessment included a regular test and a portfolio assessment. There were 30 multiple-choice items and 3 constructed-response items in the test, while the portfolio assessment was based on the Super3 model. This study was conducted in an elementary school located in southern Taiwan. One hundred and forty-two second graders took the test, and only one class was randomly selected as the subjects for the portfolio assessment. The results showed that the test and portfolio assessment had good validity and reliability. In the fields of library literacy and media literacy, second-grade students with different abilities performed differently, while boys and girls performed similarly. Students performed well in the process of the Super3 model, only in the Plan Phase, they still needed teachers' help to pose inquiry questions. At last, several suggestions were proposed for information literacy assessment and future research.

Keywords: *Information literacy; Information literacy assessment; Test development; Portfolio assessment*

SUMMARY

Introduction

In terms of the process, information literacy refers to individuals' abilities and attitudes of effectively searching, locating, organizing, evaluating, using and creating information. In terms of the scope, information literacy includes

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library literacy, media literacy, and computer literacy (Lin & Kuo, 2012; AASL, 2009; Chou & Peng, 2011; Eisenberg, Lowe & Spitzer, 2004; Welsh & Wright, 2010). For making students equip with those kinds of literacy mentioned above, many scholars have suggested using information literacy process models, such as Super3 and Big6, to incorporate information literacy into relevant curricular units at elementary school level (Lin, 2011; Tseng et al, 2004; Lowery, 2005; Yu, Noordin, Mokhtar & Abrizah, 2010/2011).

Due to the varieties of information literacy, many institutions and scholars have tried to propose different evaluation strategies; however, O'Connor, Radcliff and Gedeon (2001), Scharf, Elliot, Huey, Briller and Joshi (2007), as well as Grassian and Kaplowitz (2001) all found that items in these paper-and-pencil tests have focused on library searching skills, and few addressed the process aspect of information literacy. Besides, most of these tests were self-reporting ones, lacking an objective and long-term tracking and comparison attribute. In recent years, several studies have gradually developed standardized information literacy tests, including TRAILS, PISA ICT Literacy Assessment, SAILS and iSkills™ (Tannenbaum & Katz, 2008).

Since information literacy instruction emphasizes abilities of inquiring, problem-solving and critical thinking, as well as the necessity of incorporating these abilities into relevant school curriculum, many scholars suggest portfolio assessment as the method for evaluating information literacy, in order to truly assess students' information literacy performance (Scharf, Elliot, Huey, Briller & Joshi, 2007; Sharma, 2006; Smith, 2005; Thomas, Crow & Franklin, 2011). However, assessment criteria and rubrics are still at their experimental stages, and few studies have addressed this issue systematically. Therefore, it is important for us to develop the evaluation methods of assessing the effectiveness of information literacy curriculum, as well as the test items and rubrics.

Methods

The research subjects were 142 second-graders enrolled in five classes at an elementary school in Yulin and Chiayi counties of southern Taiwan. Twenty eight students from Class A were selected randomly from five classes as the observation subjects for portfolio assessment. Since computer literacy was not yet part of second-grade curriculum, the scope of information literacy instruction in this study included only library literacy (with 15 teaching objectives) and media literacy (with six teaching objectives). With another seven teaching objectives in process aspect, there were a total of 28 teaching objectives in the information literacy assessment developed in this study.

Two research instruments were used for this study. One was an information

literacy test with 30 multiple-choice questions and three constructed-response items for assessing 22 teaching objectives. This test was designed to examine second-grade students' basic knowledge of information literacy. The other was a portfolio assessment for verifying another six teaching objectives, with the Super3 model as the process framework including three phases of Plan, Do and Review. The portfolio assessment using the Super3 model was used to understand students' process performance of information literacy in a real situation. It included a concept map, the researcher's secret files, and participants' self-evaluation. Both of the class teacher and information literacy teacher were responsible for evaluating students' information literacy performance using the same assessment rubrics with three levels of one, three and five points.

The research procedures in this study included four steps. First, based on the AASL & AECT (1998), AASL (2009) and Eisenberg & Robinson (2007), two researchers and cooperative information literacy teachers determined the contents of information literacy instruction, in order to develop the information literacy assessment. Second, two researchers and cooperative information literacy teachers developed the test items of a pilot test and the portfolio assessment handbook. Third, the final information literacy test was verified and administered to the subjects. The data about students' process performance of information literacy was collected by portfolio assessment. Finally, all of the research data was analyzed with quantitative and qualitative methods, including t test, Spearman correlation, and Pearson correlation.

The research data was gathered through tests, interviews, participant observations and document analyses.

Results

1. The second-grade information literacy paper-and-pencil test had good quality

The range of test difficulty was between 0.247 and 0.852, with a mean of 0.598. The range of test discrimination was between 0.119 and 0.791, with a mean of 0.481. Based on these data, this test was with appropriate levels of difficulty and discrimination. The content validity, construct validity, concurrent validity, predictive validity, and consequence validity of the test were all satisfying, and fell within the range of good validity. The expert validity was also recognized by information literacy experts. The KR-20 reliability was 0.835, within the range of good reliability. The inter-rater reliabilities of the three constructed-response items were 0.964, 0.917, and 0.903 respectively, with high relevance, indicating a good inter-rater reliability.

2. The second-grade information literacy portfolio assessment had good quality

There was no high relevance between the portfolio assessment and subject grades, only medium relevance, indicating that portfolio assessment had a relative assessment effectiveness with other subjects. Judged from the consequence validity, through portfolio assessment, it did help information literacy teachers in teaching, and provide more opportunities to understand from multiple angles how students use their information literacy skills. There existed a significant medium correlation between the two raters in six criteria, indicating a good inter-rater reliability. The only low correlation appeared on the criteria of “data resources”, might be caused by incomplete training of rating practices.

3. Students’ learning performance of information literacy

Students obtained satisfying grades on library literacy. The learning performance of students in the high-score group was significantly superior to the students in the low-score group. Students had a good performance on media literacy. Students from the high-score group had a significant better performance than students from the low-score group. There was no significant difference among genders.

4. Learning performance from information literacy portfolio assessment

At the Plan phase, with help from teachers, part of students could raise questions worth inquiring. At the Do phase, students were able to search for basic relevant data, and could answer in two sentences more than two questions they asked. At the Review phase, students knew well about their own merits and weaknesses, as well as aspects they need to improve.

Conclusion

Based on the findings of this study, the researcher would like to make three suggestions for future teaching and research practices in this field.

1. The second-grade information literacy test and portfolio assessment developed in this study could comprehensively evaluate the essence of information literacy.
2. When assessing students’ information literacy, both paper-and-pencil test and portfolio assessment should be adopted.
3. Future studies should keep developing information literacy assessment for third-to-sixth grade curriculum. Researchers should consider developing tests based on item response theory (IRT), and investigate the measurement invariance of information literacy tests.

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A Case Study of the Factors Affecting Public University Faculty's Participation in OpenCourseWare

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Abstract

This study aims to better understand the key factors affecting the decisions of university faculties to participate in the OpenCourseWare (OCW) and to discuss the promotional strategies. The target university is located in Taipei City and is one of the major OCW providers in Taiwan. Nine instructors participated in the OpenCourseWare were interviewed. The research findings exhibited that the key factors affecting instructor's willingness to participate in the OCW included altruistic behavior, motivator, honor, time pressure, etc. The study also suggested a series of promotional strategies that may encourage more instructors to participate in OCW.

Keywords: *OpenCourseWare; Knowledge sharing; Self-directed learning; Lifelong learning*

Introduction

With the prevalence of high speed internet, sharing of open knowledge has been accelerated. Educational resources are delivered and shared through internet without limitation of time and space. Learners of any age and background could update and acquire new knowledge in self-regulated and independent learning ways. If people could make good use of free and open information, and share

created and re-created knowledge, they would have more social strength and combine more social resources, and further strengthen Open Education. Open Courseware (OCW) is one of the ways to implement open education through internet. It was first launched at Massachusetts Institutes of Technology (MIT), and then rapidly spread throughout the world. The Open Course Ware Consortium (OCWC), a worldwide OCW organization, has also been established. In Asia, members of OCWC have widespread in the countries of Japan, Korea, Malaysia, Thailand, Indonesia, India, China, and Vietnam. Taiwan's open courseware was launched in 2007, and Taiwan OpenCourseware Consortium (TOCWC) was set up in the same year. From the viewpoint of knowledge sharers, the willingness of teaching faculty' active participation is the key factor to the success of open courseware based on college curriculum. Factors influencing whether individuals are willing to share knowledge include personal internal and external factors, as well as organizational and administrative ones. However, none of the studies on open courseware ever focused on teachers' willingness to participate. Therefore, the researcher of this study intended to investigate the factors that influence teachers' willingness to participate in the content building of open courseware, and to come up with strategies to encourage teachers' willingness.

Research Methods

The research questions of this study focus on internal, external, organizational and administrative factors affecting teachers' willingness to participate in knowledge sharing.

What are the personal internal factors that affect teachers' willingness to participate in open courseware?

What are the personal external factors that affect teachers' willingness to participate in open courseware?

What are the personal organizational and administrative factors that affect teachers' willingness to participate in open courseware?

What are the inter-relationships among the internal, external, organizational and administrative factors?

What are the methods of enhancing teachers' willingness to participate in open courseware?

Semi-structured interviewing method was adopted in this study to investigate factors that affect teachers' willingness to participate in open courseware. Teacher participants were asked to describe "why" and "how" they participated, for the researcher to understand the embedded meanings of various factors. Subjects were selected from the instructors participating in the OCW program of a university in Taipei city, where more than 370 OCW courses have been offered.

Criteria for subject selection included teaching seniority, computer literacy, and OCW experience. Acceptance of participation in the study was confirmed by email for each selected subjects. Nine instructors accepted as the subjects. Interviewing questions focused on factors affecting teachers' willingness to participate in open course and feasible strategies of enhancing their willingness. Interviewing recordings were transcribed, and key concepts in transcribed data were encoded for further qualitative analysis.

Results

Research findings showed that in terms of personal internal factors, most teachers considered that factors affecting their willingness to participate in open courseware include age, teaching seniority, altruistic motives, and incentives. However, they considered that individuals' educational background, gender, and computer literacy have no influence on their willingness. In terms of external factors, reciprocity and reputation have a greater influence, and time pressure is a negative factor. In terms of organizational and administrative factors, most teachers consider organizational culture, administrative leadership, and innovative technologies have influence on willingness. The factors mentioned above were analyzed with Correlation Analysis, and no interaction effects were found among personal internal, personal external, and organizational and administrative factors.

As to the strategies for encouraging teachers to participate in open courseware, suggestions on administrations, teaching excellences, and instructional technologies are made. Administration strategies include paying tribute and awarding honoraria to OCW activists, increasing subsidies, reducing teaching hours, making OCW participation as one of departmental performance indicators, and increasing the number of teaching assistants. Approaches to the improvement of teaching excellence include conducting hands-on workshops and managing expert/peer experience-sharing seminars. Finally, endeavors to the instructional technology advancement include providing interactive learning platforms and reinforcing filming skills for videotaping classroom teachings. Table 1 summarizes the factors affecting teacher's inclinations to participate in OCW, and strategies for the advancement of motivations of such.

Table 1 Summary of Factors Affecting the Willingness of Participating in OCW

Category	Factor	Incidence
Personal internal factor	Personal	Age Teaching seniority
	Altruism	Accomplish knowledge sharing Help unregistered learn Convenient for distance learning
	Incentives	Praises from outsiders Feel greater accomplishment Increase popularity of the course
	Computer literacy	Does not require advanced computer skills
Personal external factor	Reciprocity	User's positive feedbacks Information sharing among instructors and students Worldwide distribution
	Reputation	Develop professional image Courses are well-known
	Time pressure	Time consuming is a negative effect
Organizational and administrative factors	Organizational culture	Harmonious organizational atmosphere Encourage instructional innovations Autonomous teaching
	Administrative leadership	Executive in favor of OCW Enthusiastic at OCW promotions
	Innovative technology	Provide videotaping equipment Facilitate PowerPoint development Facilitate post-productions Cooperate fully with instructor
Strategy for encouraging teachers to participate	Administration	Pay tribute and awarding honoraria to OCW activists Increase subsidies Reduce teaching hours Make OCW participation as performance indicators Increase the number of teaching assistants
	Teaching excellence	Conduct hands-on workshops Manage expert/peer experience-sharing seminars
	Instructional technology	Provide interactive learning platforms Reinforce filming skills

Conclusion

In conclusion, among the factors influencing teachers' willingness to participate in open courseware, teachers' teaching beliefs is an important one of personal internal factors. Some interviewees mentioned that the process of preparing teaching lessons is hard-taking, but since open courseware could enhance teaching quality, fulfill students' learning resources, they are willing to use it. Secondly, in terms of personal external factors, participating in open courseware does make teachers also learn from the process, it not only enhances

teachers' sense of accomplishment, but also boosts teachers' confidence in teaching. It brings teachers invisible benefits, and raises their reputation and images. Furthermore, in terms of organizational and administrative factors, pleasant school atmosphere, reliable environment, and innovative and revolutionary climate, all would contribute to teachers' willingness to participate in open courseware. In addition, capabilities and qualities of open courseware leaders are also a key element influencing teachers' willingness to participate. Lastly, we should address the administrative, teaching and technology aspects of strategies that boost teachers' willingness to participate in open courseware.

Due to the limitation of resources, only one university and nine subjects were participated in this research. Further investigation with larger scale and quantitative data analysis may be necessary.

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教育資料與圖書館學

Chicago格式(note)範例*

Ver 2.0 (October 31, 2013)

1. 圖書 (Books)

(1) 作者為一人

英文：

Note Number. First name Last name, *Title of the Book* (City: Publisher, Year), xxx-xx.

範例：

3. Barbara M. Wildemuth, *Applications of Social Research Methods to Questions in Information and Library Science* (Westport, CT: Libraries Unlimited, 2009), 315-40.

中文：

註釋號碼. 作者，書名（出版地：出版者，出版年），引用頁碼。

範例：

4. 邱炯友，學術傳播與期刊出版（台北市：遠流，2006），244-46。

(2) 作者為二人

英文：

Note Number. First name Last name (first author) and First name Last name (second author), *Title of the Book* (City: Publisher, Year), xxx-xx.

範例：

6. Elizabeth A. Buchanan and Kathrine A. Henderson, *Case Studies in Library and Information Science Ethics* (Jefferson, NC: McFarland, 2009), 156.

中文：

註釋號碼. 作者 A、作者 B，書名（出版地：出版者，出版年），引用頁碼。

*本範例之部分英文例句取自 Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 8th ed., (Chicago and London: University of Chicago Press, 2013)及 University of Chicago Press, *The Chicago Manual of Style*, 16th ed., (Chicago and London: University of Chicago Press, 2010)。範例若不足，請逕參閱該二書。

範例：

3. 蕭家捷、賴文智，個人資料保護法 *Q&A* (台北市：元照，2013)，312-314。

(3) 作者為三人

英文：

Note Number. First name Last name (first author), First name Last name (second author), and First name Last name (third author), *Title of the Book* (City: Publisher, Year), xxx-xx.

範例：

3. Kenneth N. Brooks, Peter F. Ffolliott, and Joseph A. Magner, *Hydrology and the Management of Watersheds*, 4th ed. (Ames, IA: Wiley-Blackwell, 2013), 406.

中文：

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範例：

5. 李少民、薛迪忠、吳壽山，關係與制度的博弈：進軍世界的挑戰與原則（新北市：前程文化，2011），161-70。

(4) 作者為四人以上（僅列出第一作者）

英文：

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範例：

9. John Smith et al., *Librarianship* (Taipei: NCL, 2013), 155-64.

中文：

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範例：

7. 左如梅等，護理行政學（台中市：華都文化，2002），311-22。

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英文：

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範例：

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(7) 特定版本

英文：

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36. Stuart Russell and Peter Norvig, *Artificial Intelligence: A Modern Approach*, 3rd ed. (Upper Saddle River: Prentice Hall, 2009), 1110-11.

中文：

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範例：

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(8) 翻譯作品

I. 英文翻譯作品

英文：

Note Number. First name Last name, *Title of the Book*, trans. Translator's first name last name (City: Publisher, Year), xxx-xx.

範例：

15. Daniel H. Grant, *How Will You Measure Your Life?*, trans. Suzanne Christensen (Taipei: CUN, 2013), 580-85.

II. 中文翻譯作品，原作者有中文譯名

中文：

註釋號碼. 原作者中文譯名(原作者全名)，翻譯書名，譯者名譯，(譯本出版地：譯本出版者，譯本出版年)，引用頁碼。

範例：

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III. 中文翻譯作品，原作者無中文譯名

中文：

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IV. 翻譯書籍封面僅出現譯者

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註釋號碼。作者，卷/冊名，第xx卷/冊，套書名（出版地：出版者，出版年），引用頁碼。

範例：

12. 醉琉璃，夜祭與山神歌謠，第1卷，神使繪卷（台北市：魔豆文化，2013），20。

II. 無單獨的卷冊名

英文：

Note Number. First name Last name, *Title of the Book* (City: Publisher, Year), volume number:xxx-xx.

範例：

22. Muriel St. Clare Byrne, ed., *The Lisle Letters* (Chicago: University of Chicago Press, 1981), 4:243.

中文：

註釋號碼。作者，書名（出版地：出版者，出版年），卷/冊號：引用頁碼。

範例：

12. 黃易，日月當空（台北市：時報出版，2013），11：112。

(10) 叢書中之單本著作 (Series)

英文：

Note Number. First name Last name, *Title of the Book*, Title of the Series, vol. xx (City: Publisher, Year), xxx-xx.

範例：

12. Zijie Fang et al., *Fundamentals of Optical Fiber Sensors*, Wiley Series in Microwave and Optical Engineering (Hoboken: Wiley, 2012), 400-03.

13. Jörn Keck, Dimitri Vanoverbeke, and Franz Waldenberger, *EU-Japan Relations, 1970-2012: From Confrontation to Global Partnership*, Routledge Contemporary Japan Series, vol. 46 (New York: Routledge, 2013), 311-12.

中文：

註釋號碼。作者，書名，叢書名，第xx冊（出版地：出版者，出版年），引用頁碼。

範例：

33. 王小林，從漢才到和魂：日本國學思想的形成與發展，聯經學術（台北市：聯經，

2013), 211-22。

34. 尚水, 中文課: 尚水詩集, 鼓吹詩人叢書, 第 19 冊 (台北市: 釀出版, 2013), 188-89。

(II) 編輯著作或論文集中之單篇文章

I. 個人編輯著作或論文集之單篇文章

英文:

Note Number. First name Last name, "Title of the Article," in *Title of the Book* (City: Publisher, Year), xxx-xx.

範例:

3. Josh Smith, "Open Access," in *Scholarly Publication in 21st Century* (Taipei: MIS, 2013), 10-20.

中文:

註釋號碼, 作者, 「篇名」, 在書名 (出版地: 出版者, 出版年), 引用頁碼。

範例:

5. 陳國賁, 「商業網絡與移民企業謀略」, 在華商: 族裔資源與商業謀略 (台北市: 香港中華書局, 2010), 1-50。

II. 編輯著作或論文集中之單篇文章, 編者與作者不同人

英文:

Note Number. First name Last name, "Title of the Part," in *Title of the Volume*, ed. editor's first name last name (City: Publisher, Year), xxx-xx.

範例:

6. Jill Didur, "Cultivating Community: Counter Landscaping in Kiran Desai's the Inheritance of Loss," in *Postcolonial Ecologies: Literatures of the Environment*, ed. Elizabeth DeLoughrey and George B. Handley (New York: Oxford University Press, 2011), 43-44.

中文:

註釋號碼, 作者, 「篇名」, 在書名, 編者名編 (出版地: 出版者, 出版年), 引用頁碼。

範例:

7. 賴文平, 「海峽兩岸智慧財產權保護合作協議與相關協議之比較」, 在兩岸知識產權發展研究: 兩岸法學博士專家專論文集, 張凱娜主編 (台北市: 元照, 2011), 17-26。

III. 編輯著作或論文集之序論、前言或後記

英文:

Note Number. First name Last name, introduction/preface/afterword to *Title of the Book*,

by Author's First name Last name (City: Publisher, Year), xxx-xx.

範例：

13. Craig Calhoun, foreword to *Multicultural Politics: Racism, Ethnicity, and Muslims in Britain*, by Tariq Modood (Minneapolis: University of Minnesota Press, 2005), xii.

中文：

註釋號碼。撰稿者，書名之序論／前言／後記，作者名（出版地：出版者，出版年），引用頁碼。

範例：

34. 邱品耘，倫敦流浪記之序論，邱大同著（台北市：華中書局，2007），170-71。

(12) 以電子形式出版的書籍 (Electronic Books)

英文：

Note Number. First name Last name, *Title of the Book* (City: Publisher, Year), xxx-xx, accessed Month Date, Year, <http://xxxxxxxxx> or Database Name or Reader's Name.

範例：

3. Antoine de Saint-Exupery, *The Little Prince* (San Diego: Harcourt Brace, 1971), 45-55, accessed June 18, 2013, <http://www.ebookstube.com/book/the-planet-of-libris-the-little-prince-series-book-11-bn3049473.html>.

中文：

註釋號碼。作者，書名（出版地：出版者，出版年），引用頁碼，檢索於 xxxx 年 xx 月 xx 日，<http://xxxxxxxxx> 或資料庫名稱或電子載具名。

範例：

4. 江秀雪，「充滿驚奇的新生座談」，在美國學校是這樣教孩子的（台北市：新苗文化，2012），18-23，檢索於 2013 年 6 月 18 日，<http://reading.udn.com/v2/bookDesc.do?id=39706>。

2. 期刊論文 (Journals)

(1) 連續編碼之期刊文章（僅有期數）

英文：

Note Number. First name Last name, "Title of Article," *Title of Journal*, no. xx (Season/Month, Year): xxx-xx, accessed Month Date, Year, <http://xxxxxxxxx> or <http://dx.doi.org/xxxxxxxxx>.

範例：

11. Chen-Yang Kao, "Church as 'Women's Community' The Feminization of Protestantism in Contemporary China," *Journal of Archaeology and Anthropology*, no. 78 (June, 2013): 107-10, accessed June 18, 2013, <http://dx.doi.org/10.6152/jaa.2013.06.0004>.

中文：

註釋號碼. 作者,「文章篇名」, 期刊刊名, xx 期 (xxxx 年 x 月/季): 引用頁碼, 檢索於 xxxx 年 xx 月 xx 日, <http://xxxxxxxx> 或 <http://dx.doi.org/xxxxxxxx>。

範例：

12. 林世強,「金門島嶼型災害特性及規模設定方法之探討」, 地理學報, 69 期 (2013 年 6 月): 22-23, 檢索於 2013 年 8 月 1 日, <http://dx.doi.org/10.6161/jgs.2013.69.01>。

(2) 各期單獨編碼之期刊文章 (卷數、期數均有)

英文：

Note Number. First name Last name, “Title of Article,” *Title of Journal* xx, no. xx (Season/Month, Year): xxx-xx, accessed Month Date, Year, <http://xxxxxxxx> or <http://dx.doi.org/xxxxxxxx>.

範例：

12. Richard Gartnera, “Parliamentary Metadata Language: An XML Approach to Integrated Metadata for Legislative Proceedings,” *Journal of Library Metadata* 13, no.1 (April, 2013): 17-20, accessed June 18, 2013, <http://dx.doi.org/10.1080/19386389.2013.778728>.

中文：

註釋號碼. 作者,「文章篇名」, 期刊刊名 xx 卷, xx 期 (xxxx 年 x 月/季): 引用頁碼, 檢索於 xxxx 年 xx 月 xx 日, <http://xxxxxxxx> 或 <http://dx.doi.org/xxxxxxxx>。

範例：

12. 林雯瑤、邱炯友,「教育資料與圖書館學四十年之書目計量分析」, 教育資料與圖書館學 49 卷, 3 期 (2012 年春季): 297-98, 檢索於 2013 年 6 月 18 日, http://joemls.dils.tku.edu.tw/detail.php?articleId=49301&lang=zh_tw。

(3) 尚未出版之期刊文章 (刊名後, 可放網址或 doi)

英文：

Note Number. First name Last name, “Title of Article,” *Title of Journal* (forthcoming), accessed Month Date, Year, <http://xxxxxxxx> or <http://dx.doi.org/xxxxxxxx>.

範例：

12. Tzong-Ru Lee, Jia Shan Lee, and Matti Muhos, “Formulating a Business Management Strategy for E-shopping Websites Using Management Analysis,” *Journal of E-Business* (forthcoming), accessed June 18, 2013, [http://dx.doi.org/10.6188/JEB.2013.15\(3\).05](http://dx.doi.org/10.6188/JEB.2013.15(3).05).

中文：

註釋號碼. 作者,「文章篇名」, 期刊刊名 (出版中), 檢索於 xxxx 年 xx 月 xx 日, <http://xxxxxxxx> 或 <http://dx.doi.org/xxxxxxxx>。

範例：

25. 陳品邑、毛俊傑、陳子英,「烏石鼻海岸自然保留區的植群分類與製圖」, 宜蘭大

學生物資源學刊（出版中），檢索於 2013 年 6 月 18 日，<http://dx.doi.org/10.6175/job.2013.09.12>。

(4) 引用期刊之特刊或特定主題 (Special issue/section)

英文：

Note Number. First name Last name, "Title of Article," in "Title of Special Issue," ed. editor's First name Last name, special issue, *Title of Journal* xx, no. xx (Season/Month, Year): xxx-xx, accessed Month Date, Year, <http://xxxxxxxx> or <http://dx.doi.org/xxxxxxxx>.

範例：

36. Christoph M. Schmidt and Benjamin Weigert, "Weathering the Crisis and Beyond: Perspectives for the Euro Area," in "Public Finance, Public Debt and Global Recovery," ed. Jack Mintz and Michael Smart, special issue, *International Tax and Public Finance* 20, no. 4 (August, 2013), 564-66, accessed June 18, 2013, <http://dx.doi.org/10.1007/s10797-013-9290-z>.

中文：

註釋號碼. 作者,「文章篇名」,在「特刊主題名」,當期編者名編,特刊,期刊刊名 xx 卷,xx 期 (xxxx 年 x 月/季),引用頁碼,檢索於 xxxx 年 xx 月 xx 日,<http://xxxxxxxx> 或 <http://dx.doi.org/xxxxxxxx>。

範例：

38. 劉婉珍,「博物館學習資源的需要與想望」,在「博物館學習資源」,特刊,博物館學季刊 24 卷,4 期 (2010 年 10 月),19-20,檢索於 2013 年 6 月 18 日,http://web2.nmns.edu.tw/PubLib/Library/quarterly/201010_57.pdf。

3. 雜誌中的文章 (Magazines)

英文：

Note Number. First name Last name, "Title of Article," *Title of Magazines*, Month Date, Year, xxx-xx, accessed Month Date, Year, <http://xxxxxxxx> or <http://dx.doi.org/xxxxxxxx> or Database Name.

範例：

13. Angela Moscaritolo, "A Factory That Makes Factories," *PC Magazine*, August, 2013, 10-11, accessed June 18, 2013, EBSCOhost.

中文：

註釋號碼. 作者,「文章篇名」,期刊刊名,xxxx 年 x 月 x 日,引用頁碼,檢索於 xxxx 年 xx 月 xx 日,<http://xxxxxxxx> 或 <http://dx.doi.org/xxxxxxxx> 或資料庫名稱。

範例：

13. 焦元溥,「張愛玲點唱機」,*PAR* 表演藝術,2013 年 2 月 1 日,41。

4. 報紙報導 (Newspapers)

英文：

Note Number. First name Last name, "Title of Article," *Title of Newspaper*, Month Date, Year, edition, accessed Month Date, Year, <http://xxxxxxx> or Database Name.

範例：

11. Eric Schmitt and Michael S Schmidt "Qaeda Plot Leak Has Undermined U.S. Intelligence," *New York Times*, September 29, 2013, accessed September 30, 2013, http://www.nytimes.com/2013/09/30/us/qaeda-plot-leak-has-undermined-us-intelligence.html?hp&_r=0.

中文：

註釋號碼. 作者,「文章名」,報紙名,xxxx年x月x日,檢索於xxxx年xx月xx日,<http://xxxxxxx>或資料庫名稱。

範例：

12. 李偉文,「幸福的條件」,聯合報,2013年9月8日。

5. 百科全書或字典 (Articles in Encyclopedias and Dictionaries)

(1) 著名的參考工具書 (重要的字辭典或百科全書,可省略出版者、出版地及出版年,但若非初版或唯一版本者,則必須著錄版本)

英文：

Note Number. *Title of Dictionary/Encyclopedia*, xx ed., s.v. "item," accessed Month Date, Year, <http://xxxxxxx>.

範例：

12. *Encyclopedia Britannica*, s.v. "library," accessed September 30, 2013, <http://global.britannica.com/EBchecked/topic/339421/library>.

中文：

註釋號碼. 字典/百科全書名,版次,見詞條「詞條名」,檢索於xxxx年xx月xx日,<http://xxxxxxx>。

範例：

12. 台灣大百科全書,見詞條「中華民國圖書館學會」,檢索於2013年6月18日,<http://taiwanpedia.culture.tw/web/content?ID=25971&Keyword=%E4%B8%AD%E8%8F%AF%E6%B0%91%E5%9C%8B%E5%9C%96%E6%9B%B8%E9%A4%A8%E5%AD%B8%E6%9C%83>。

(2) 其他百科全書或字典 (必須列出出版者、出版地及出版年)

英文：

Note Number. *Title of Dictionary/Encyclopedia*, xx ed., s.v. "item," (City: Publisher, Year), accessed Month Date, Year, <http://xxxxxxx>.

範例：

12. *The encyclopedia of applied linguistics*, s.v. “intelligibility,” (Chichester, West Sussex: Wiley-Blackwell, 2013)

中文：

註釋號碼. 字典/百科全書名, 版次, 見詞條「詞條名」, (出版地: 出版者, 出版年), 檢索於 xxxx 年 xx 月 xx 日, <http://xxxxxxxx>。

範例：

13. 圖書館學與資訊科學大辭典, 見詞條「疊慧法」, (台北市: 漢美, 1995)。

6. 在會議中發表的講演或論文 (Lectures and Papers Presented at Meetings)

(1) 會議中發表的講演

英文：

Note Number. First name Last name, “Title of the Speech.” (lecture, Sponsorship, Location, Date of the Meeting).

範例：

12. Gregory R. Crane, “Contextualizing Early Modern Religion in a Digital World” (lecture, Newberry Library, Chicago, September 16, 2011).

中文：

註釋號碼. 演講者, 「講演主題」, (講演, 舉辦單位, 舉辦地, xxxx 年 x 月 x 日)。

範例：

13. 翁明賢, 「淡江戰略學派」, (講演, 淡江大學出版中心, 2013 年 6 月 18 日)。

(2) 會議中發表的論文

英文：

Note Number. First name Last name, “Title of the Paper,” (paper presented at Conference's Name: City, Month Date, Year), xxx-xx, accessed Month Date, Year, <http://xxxxxxxx> or <http://dx.doi.org/xxxxxxxx>.

範例：

12. Shigeru Oyanagi, Kazuto Kubota, and Akihiko Nakase, “Application of Matrix Clustering to Web Log Analysis and Access Prediction,” (paper presented at WEBKDD 2001-Mining Web Log Data Across All Customers Touch Points, Third International Workshop: San Francisco, CA, August 26, 2001), accessed June 18, 2013, <http://robotics.stanford.edu/~ronnyk/WBKDD2001/shigeru.pdf>.

中文：

註釋號碼. 作者, 「文章篇名」, (論文發表於會議名: 舉辦地, xxxx 年 x 月 x 日), 引用頁碼, 檢索於 xxxx 年 xx 月 xx 日, <http://xxxxxxxx> 或 <http://dx.doi.org/xxxxxxxx>。

範例：

12. 林素甘,「誰在書寫蘭嶼,建構蘭嶼知識:蘭嶼專題圖書之分析」,(論文發表於2012年第十一屆海峽兩岸圖書資訊學學術研討會:新北市,2012年7月4-5日),192-93。

7. 碩博士論文 (Theses and Dissertations)

英文：

Note Number. First name Last name, "Title of the Thesis or Dissertation" (master's thesis / PhD diss., School's Name, Year), xxx-xx, accessed Month Date, Year, <http://xxxxxxxx>.

範例：

3. Brent Russell Fortenberry, "Church, state, and the space in between: An archaeological and architectural study of St. George's, Bermuda" (PhD diss., Boston University, 2013), 20-21, accessed September 30, 2013, <http://gradworks.umi.com/35/29/3529018.html>.

中文：

註釋號碼. 作者,「論文名」(碩士/博士論文,學校名稱,出版年),引用頁碼,檢索於 xxxx 年 xx 月 xx 日, <http://xxxxxxxx>。

範例：

4. 黃文彥,「開放式期刊典藏系統設計與實作:以教育資料與圖書館學為例」(碩士論文,淡江大學,2009),30-32,檢索於2013年6月18日, http://etds.lib.tku.edu.tw/etdservice/view_metadata?etdun=U0002-0207201006032900&start=21&end=40&from=CATE&cateid=A007。

8. 網路資源 (Websites, Blogs, Social Networks, and Discussion Groups)

(1) 一般網站或網頁 (Websites)

英文：

Note Number. First name Last name, "Title of Page," Title or Owner of Site, Month Date, Year, accessed Month Date, Year, <http://xxxxxxxx>.

範例：

4. Susannah Brooks, "Longtime Library Director Reflects on a Career at the Crossroads," University of Wisconsin-Madison News, September 1, 2011, accessed May 14, 2012, <http://www.news.wisc.edu/19704>.

中文：

註釋號碼. 作者,「文章名」,網站名,xxxx年x月x日,檢索於xxxx年xx月xx日, <http://xxxxxxxx>。

範例：

4. 「教育學院出版國內第1本數位原生全方位學習的教學指引專書」,淡江大學,2012年12月28日,檢索於2013年6月18日, <http://gdc.tku.edu.tw/TodayNews/fcdtl.aspx?id=807>。

(2) 部落格的文章或回覆 (Blog Entries and Comments)

英文：

Note Number. First name Last name, "Title of Article," *Name of Blog*, Month Date, Year, accessed Month Date, Year, <http://xxxxxxx>.

範例：

15. Gary Becker, "Is Capitalism in Crisis?," *The Becker-Posner Blog*, February 12, 2012, accessed February 16, 2012, <http://www.becker-posner-blog.com/2012/02/is-capitalism-in-crisis-becker.html>.

中文：

註釋號碼. 作者,「文章名」, 部落格名, xxxx 年 x 月 x 日, 檢索於 xxxx 年 xx 月 xx 日, <http://xxxxxxx>。

範例：

16. 陳穎青,「只見電子不見書」, 內容推進實驗室, 2010 年 2 月 2 日, 檢索於 2013 年 6 月 18 日, <http://www.contnt.net/2010/02/ebook-and-creader.html>。

(3) 社群網站 (Social Networking Services)

英文：

Note Number. First name Last name, Twitter/Facebook/Google+/Tumblr post, the date and time of the post, accessed Month Date, Year, <http://xxxxxxx>.

範例：

16. Jason Mraz, Facebook post, September 28, 2013 (6:30 a.m.), accessed September 30, 2013, <https://www.facebook.com/JasonMraz>.

中文：

註釋號碼. 作者, Twitter/Facebook/Google+/Tumblr 貼文, xxxx 年 x 月 x 日 (時間), 檢索於 xxxx 年 xx 月 xx 日, <http://xxxxxxx>。

範例：

17. 何飛鵬, Facebook 貼文, 2013 年 9 月 14 日 (下午 2:10), 檢索於 2013 年 10 月 7 日, <https://www.facebook.com/feipengho>。

特殊情況

1. 同一註釋有多筆引用文獻，以分號；為區隔

(1) 英文範例：

1. Gary Becker, "Is Capitalism in Crisis?," *The Becker-Posner Blog*, February 12, 2012, accessed February 16, 2012, <http://www.becker-posner-blog.com/2012/02/is-capitalism-in-crisis-becker.html>; Jason Mraz, Facebook post, September 28, 2013 (6:30 a.m.), accessed September 30, 2013, <https://www.facebook.com/JasonMraz>.

(2) 中文範例：

2. 何飛鵬，Facebook 貼文，2013 年 9 月 14 日（下午 2:10），檢索於 2013 年 10 月 7 日，<https://www.facebook.com/feipengho>；陳穎青，「只見電子不見書」，內容推進實驗室，2010 年 2 月 2 日，檢索於 2013 年 6 月 18 日，<http://www.contnt.net/2010/02/ebook-and-ereader.html>。

(3) 中英文範例：依作者正文中提到的順序

3. 何飛鵬，Facebook 貼文，2013 年 9 月 14 日（下午 2:10），檢索於 2013 年 10 月 7 日，<https://www.facebook.com/feipengho>；陳穎青，「只見電子不見書」，內容推進實驗室，2010 年 2 月 2 日，檢索於 2013 年 6 月 18 日，<http://www.contnt.net/2010/02/ebook-and-ereader.html>；Gary Becker, "Is Capitalism in Crisis?," *The Becker-Posner Blog*, February 12, 2012, accessed February 16, 2012, <http://www.becker-posner-blog.com/2012/02/is-capitalism-in-crisis-becker.html>; Jason Mraz, Facebook post, September 28, 2013 (6:30 a.m.), accessed September 30, 2013, <https://www.facebook.com/JasonMraz>.

2. 二次引用

當原始資料難以取得之情況下允許使用。Chicago 格式對二次引用的規定為：在註釋中，先註錄原始文獻，再註錄二次來源並標註以 *quoted in*（英文）或轉引自（中文）表示前後關係

範例：

8. Louis Zukofsky, "Sincerity and Objectification," *Poetry* 37 (February 1931): 269, quoted in Sonnie Costello, *Marianne Moore: Imaginary Possessions* (Cambridge, MA: Harvard University Press, 1981), 78.

3. 同一註釋重複出現 (Ibid.)

同一註釋連續出現時，以「同上註」呈現；非連續出現時，以短註呈現。

(1) 正文為英文

範例：

15. Daniel H. Grant, *How Will You Measure Your Life?*, trans. Suzanne Christensen (Taipei: CUN, 2013), 580-85.

16. Ibid., 581.

17. Ibid.

18. Stuart Russell and Peter Norvig, *Artificial Intelligence: A Modern Approach*, 3rd ed. (Upper Saddle River: Prentice Hall, 2009), 1110-11.

19. Grant, *How Will You Measure Your Life?*, 582.

17. Russell and Norvig, *Artificial Intelligence*, 1111.

(2) 正文為中文

範例：

4. 邱炯友，學術傳播與期刊出版（台北市：遠流，2006），244-46。

5. 同上註，244。

6. 同上註。

7. 李少民、薛迪忠、吳壽山，關係與制度的博弈：進軍世界的挑戰與原則（新北市：前程文化，2011），161-70。

8. 邱炯友，學術傳播與期刊出版，245。

9. 李少民、薛迪忠、吳壽山，關係與制度的博弈，162。

10. Stuart Russell and Peter Norvig, *Artificial Intelligence: A Modern Approach*, 3rd ed. (Upper Saddle River: Prentice Hall, 2009), 1110-11.

11. 同上註，1111。

教育資料與圖書館學

APA格式範例*

Ver 2.0 (October 31, 2013)

1. 圖書 (Books)

(1) 作者為一人

英文：

Author, A. A. (Year). *Title of the book*. Location: Publisher.

範例：

Wildemuth, B. M. (2009). *Applications of social research methods to questions in information and library science*. Westport, CT: Libraries Unlimited.

中文：作者（年代）。書名。出版地：出版者。

範例：

邱炯友（2006）。學術傳播與期刊出版。台北市：遠流。

(2) 作者為二人

英文：

Author, A. A., & Author, B. B. (Year). *Title of the book*. Location: Publisher.

範例：

Buchanan, E. A., & Henderson, K. A. (2009). *Case studies in library and information science ethics*. Jefferson, NC: McFarland.

中文：

作者一、作者二（年代）。書名。出版地：出版者。

範例：

蕭家捷、賴文智（2013）。個人資料保護法 Q&A。台北市：元照。

(3) 作者為三至七人（所有作者均列出）

英文：

Author, A. A., Author, B. B., Author, C. C., & Author, D. D. (Year). *Title of the book*. Location: Publisher.

*本範例之部分例句及格式取自林天祐（2010）。APA格式第六版。檢自

http://lib.tmu.edu.tw/service/Data/APA_format_990830.pdf、張保隆、謝寶媛（2006）。學術論文寫作：APA規範。台北市：華泰文化及American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.特此致謝。範例若不足，請逕參閱該書。採用本刊格式時，亦請留意年代（西元年號）、出版品（標楷體）有別於其餘字體（新細明體）之特別要求；以及期刊論文若同時具有卷期，只須著錄出版年，不須登錄月份，但若僅有卷而無期數，則須同時著錄出版年與出版月份（或季節）。

範例：

Brooks, K. N., Ffolliott, P. F., & Magner, J. A. (2013). *Hydrology and the management of watersheds* (4th ed.). Ames, IA: Wiley-Blackwell.

中文：

作者一、作者二、作者三、作者四、作者五、作者六、作者七（年代）。書名。出版地：出版者。

範例：

王文字、林國全、曾宛如、王志誠、許忠信、汪信君（2008）。*商事法*。台北市：元照出版。

(4) 作者為八人以上（僅列出前六位與最後一位作者）

英文：

Author, A. A., Author, B. B., Author, C. C., Author, D. D., Author, E. E., Author, F. F., ...Author, J. J. (Year). *Title of the book*. Location: Publisher.

範例：

Smith, J., Bonjovi, F., DiCaprio, L., Winslet, K., Maguire, T., Scorsese, M., ...Depp, J. (2013). *Librarianship*. Taipei: NCL.

中文：

作者一、作者二、作者三、作者四、作者五、作者六、...作者十（年代）。書名。出版地：出版者。

範例：

左如梅、高清華、吳慧嫻、周守民、邱月娥、佘慧玲、...陳彩鳳（2002）。*護理行政學*。台中市：華都文化。

(5) 作者為團體（作者一律列出全名，不可縮寫或簡稱）

英文：

Name of Group Author. (Year). *Title of the book*. Location: Publisher.

範例：

American Psychological Association. (1994). *Publication manual of the American Psychological Association* (4th ed.). Washington, DC: Author.

中文：

團體名稱（年代）。書名。出版地：出版者。

範例：

PCuSER 研究室（2012）。*Word、Excel、PowerPoint 強效精攻 500 招*。台北市：PCuSER 電腦人文化。

(6) 作者為編者（編輯著作）

英文：

Editor, A. A. (Ed.). (Year). *Title of the book*. Location: Publisher.

範例：

Ricci, F., Rokach, I., Shapira, B., & Kantor, P. B. (Eds.). (2011). *Recommender system handbook*. New York, NY: Springer.

中文：

編者（編）（年代）。書名。出版地：出版者。

範例：

夏學理、凌公山、陳媛（編）（2012）。文化行政。台北市：五南。

(7) 特定版本

英文：

Author, A. A. (Year). *Title of the book* (Edition.). Location: Publisher.

範例：

Russell, S., & Norvig, P. (2003). *Artificial intelligence: A modern approach* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

中文：

作者（年代）。書名（版本）。出版地：出版者。

範例：

謝冰瑩、應裕康、邱燮友、黃俊郎、左松超、傅武光、...黃志民（2012）。新譯古文觀止（增訂五版）。台北市：三民。

◎版本說明：

二版(2nd ed.)；三版(3rd ed.)；四版(4th ed.)；五版(5th ed.)；修訂／增訂版(Rev. ed.)，以此類推。

(8) 翻譯作品

I. 英文翻譯作品

英文：

Author, A. A. (Year). *Title of the book* (B. B. Translator, Trans.). Location: Publisher. (Original work published Year)

範例：

Cardenal, J. P., & Araújo, H. (2013). *China's silent army: The pioneers, traders, fixers, and workers who are remaking the world in Beijing's image* (C. Mansfield, Trans.). New York, NY: Crown Publishers. (Original work published 2011)

II. 中文翻譯作品，原作者有中文譯名

中文：

原作者中文翻譯姓氏（原作者全名）（譯本出版年代）。翻譯書名（譯者名譯）。譯本出版地：譯本出版者。（原著出版年：XXXX）

範例：

科貝特（Corbett, T.）（2013）。有效產出會計（許家禎譯）。台北市：社團法人中華高德拉特協會。（原著出版年：1998）

III. 中文翻譯作品，原作者無中文譯名

中文：

原作者原文全名（翻譯本出版年代）。翻譯書名（譯者名譯）。譯本出版地：譯本出版者。（原著出版年：XXXX）

範例：

Stevenson, W. J. (2013)。作業管理 (十一版) (何應欽譯)。台北市：華泰文化。(原著出版年：2011)

(9) 多冊著作

英文：

Author, A. A. (Year-Year). *Title of the book* (Vols. x-x). Location: Publisher.

範例：

Breathed, B. (2010-2011). *Bloom county: The complete library* (Vols. 2-5). San Diego, CA: Idea & Design Works.

中文：

作者 (起訖年代)。書名 (第 x-x 冊)。出版地：出版者。

範例：

鄭樹森 (編) (1999)。世界文學大師選 (第 5-9 冊)。台北市：洪範。

章瑜崙 (編) (2009-2013)。歐洲童話故事集(上、中、下冊)。台北市：夢樂文化。

(10) 叢書中之單本著作

英文：

Author, A. A. (Year). *Series Title: Vol. xx. Volume title*. Location: Publisher.

範例：

Fang, Z., Chin, K., Qu, R., & Cai, H. (2012). *Wiley Series in Microwave and Optical Engineering. Fundamentals of optical fiber sensors*. Hoboken, NJ: Wiley.

Keck, J., Vanoverbeke, D., & Waldenberger, F. (Eds.). (2013). *Routledge Contemporary Japan Series: Vol. 46. EU-Japan relations, 1970-2012: From confrontation to global partnership*. New York, NY: Routledge.

中文：

作者 (年代)。叢書名：第 xx 冊。冊名。出版地：出版者。

範例：

王小林 (2013)。聯經學術。從漢才到和魂：日本國學思想的形成與發展。台北市：聯經。

尚水 (2013)。鼓吹詩人叢書：第 19 冊。中文課：尚水詩集。台北市：釀出版。

(11) 叢書之單本著作中之單篇文章

英文：

Author, A. A. (Year). Title of article. In B. B. Editor (Ed.), *Series Title: Vol. xx. Volume title*. Location: Publisher.

範例：

Ozturk, A. (2013). Translating helvetica: Travel writing, intertext and image. In A. E. Martin & S. Pickford (Eds.), *Routledge Research in Travel Writing: Vol. 6. Travel narratives in translation, 1750-1830: Nationalism, ideology, gender*. London: Routledge.

中文：

作者 (年代)。文章篇名。在編者 (編)，叢書名：第 xx 冊。冊名。出版地：出版者。

範例：

馬春花 (2012)。發明張愛玲、重寫文學史與後革命中國。在林幸謙 (主編)，聯經評論。

張愛玲：傳奇·性別·系譜。台北市：聯經出版。

劉仲康（2011）。趕流行的流行性感冒。在羅時成（主編），商務科普館：第 5 冊。流感病毒-變變變。台北市：臺灣商務印書館。

(12) 個人論文集中之單篇文章

英文：

Author, A. A. (Year). Title of article. In *Title of book* (pp. xx-xx). Location: Publisher.

範例：

Smith, J. (2013). Open access. In *Scholarly publication in 21st century* (pp. 10-20). Taipei: MIS.

中文：

作者（年代）。文章篇名。在書名（頁 xx-xx）。出版地：出版者。

範例：

陳國賁（2010）。商業網絡與移民企業謀略。在華商：族裔資源與商業謀略（頁 1-50）。台北市：香港中華書局。

(13) 編輯著作或論文集中之單篇文章

英文：

Author, A. A. (Year). Title of article. In B. B. Editor (Ed.), *Title of book* (pp. xx-xx). Location: Publisher

範例：

Didur, J. (2011). Cultivating community: Counter landscaping in Kiran Desai's *The Inheritance of Loss*. In E. M. DeLoughrey & G. B. Handley (Eds.), *Postcolonial ecologies: Literatures of the environment* (pp. 43-61). New York, NY: Oxford University Press.

中文：

作者（年代）。文章篇名。在編者（編），書名（頁 xx-xx）。出版地：出版者。

範例：

賴文平（2011）。海峽兩岸智慧財產權保護合作協議與相關協議之比較。在張凱娜（主編），兩岸知識產權發展研究：兩岸法學博士專家專論文集（頁 17-29）。台北市：元照。

(14) 書中之章節

英文：

Author, A. A. (Year). Title of chapter. In B. B. Editor (Ed.), *Title of book* (pp. xx-xx). Location: Publisher.

範例：

Mazzei, M. (2000). Key challenges facing the evolution of knowledge management. In T. K. Srikantaiah & M. E. D. Koenig (Eds.), *Knowledge management for information professional* (pp. 99-114). Medford, NJ: Information Today.

中文：

作者（年代）。單篇文章之題名。在編者（編），書名（頁 xx-xx）。出版地：出版者。

範例：

蕭雄淋（2013）。著作權的基本概念。在電子書授權契約就該這樣簽：電子書兩岸授權契約範本與注意事項手冊（頁 1-17）。台北市：城邦文化。

2. 期刊論文 (Journal article)

(1) 連續編碼之期刊文章 (僅有期數)

英文：

Author, A. A. (Year, Month/Season). Title of article. *Title of Journal*, xx, xxx-xxx. doi:xxxxx
xxx or Retrieved from <http://xxxxxxxx>

範例：

Kao, C.-Y. (2013, June). Church as "women's community": The feminization of Protestantism in contemporary China. *Journal of Archaeology and Anthropology*, 78, 107-140. doi:10.6152/jaa.2013.06.0004

中文：

作者 (xxxx 年 x 月/季)。文章篇名。期刊刊名，xx，起訖頁碼。doi:xxxxxxx 或檢自 <http://xxxxxxxx>

範例：

林世強(2013年6月)。金門島嶼型災害特性及規模設定方法之探討。地理學報，69，1-24。doi:10.6161/jgs.2013.69.01

(2) 各期單獨編碼之期刊文章 (卷數、期數均有)

英文：

Author, A. A. (Year). Title of article. *Title of Journal*, xx(x), xxx-xxx. doi:xxxxxxx or Retrieved from <http://xxxxxxxx>

範例：

Gartner, R. (2013). Parliamentary metadata language: An XML approach to integrated metadata for legislative proceedings. *Journal of Library Metadata*, 13(1), 17-35. doi:10.1080/19386389.2013.778728

中文：

作者(年代)。文章篇名。期刊刊名，xx(x)，起訖頁碼。doi:xxxxxxx 或檢自 <http://xxxxxxxx>

範例：

林雯瑤、邱炯友(2012)。教育資料與圖書館學四十年之書目計量分析。教育資料與圖書館學，49(3)，297-314。

(3) 尚未出版之期刊文章 (刊名後，可放網址或 doi)

英文：

Author, A. A. (in press). Title of article. *Title of Journal*. doi:xxxxxxx or Retrieved from <http://xxxxxxxx>

範例：

Lee, T.-R., Lee, J. S., & Muhos, M. (in press). Formulating a business management strategy for e-shopping websites using management analysis. *Journal of E-Business*. doi:10.6188/JEB.2013.15(3).05

中文：

作者 (出版中)。文章篇名。期刊刊名。doi:xxxxxxx 或檢自 <http://xxxxxxxx>

範例：

陳品邑、毛俊傑、陳子英 (出版中)。烏石鼻海岸自然保留區的植群分類與製圖。宜蘭大學生物資源學刊。doi:10.6175/iob.2013.09.12

(4) 檢索自網路，無紙本出版（可放網址或 doi）

英文：

Author, A. A. (Year). Title of article. *Title of Journal*, xx(x), xxx-xxx. doi:xxxxxxx or Retrieved from <http://xxxxxxx>

範例：

Kannan, S. M., Vijayakumar, N. M., & Renuga, P. (2013). Energy loss minimization in RDF using MAPSO method considering harmonics. *Journal of Electrical Engineering*, 13(1). Retrieved from <http://www.jee.ro/articles/WD1335677114W4f9cd0ba1db34.pdf>

中文：作者（xxxx年x月）。文章篇名。期刊刊名，xx（x），起訖頁碼。doi:xxxxxxx 或檢自 <http://xxxxxxx>

範例：

賈立人、蘇銘德（2013年4月）。新北市三重區越南女性新住民文化適應之研究。網路社會學通訊期刊，112。檢自 <http://society.nhu.edu.tw/e-j/112/A14.pdf>

(5) 引用期刊之特刊或特定主題

英文：

Editor, A. A. (Ed.). (Year). Title of special issue [Special issue/section]. *Title of Journal*, xx(x), xxx-xxx. doi:xxxxxxx or Retrieved from <http://xxxxxxx>

範例：

Hassan, A. S., Khozaei, F., & Razak, A. A. (Eds.). (2012). Sustainable architecture and urban design: Planning & cultural design [Special issue]. *International Transaction Journal of Engineering, Management, & Applied Sciences & Technologies*, 3(3). Retrieved from <http://www.tuengr.com/Vol133.html>

中文：

當期編者（編）（年代）。當期刊名〔特刊〕。期刊刊名，xx（x）。doi:xxxxxxx 或檢自 <http://xxxxxxx>

範例：

傅祖壇、張靜貞（編）（2012）。2012 生產力與效率〔特刊〕。應用經濟論叢，41。檢自 <http://nchuae.nchu.edu.tw/tc/modules/articles/article.php?id=51>

3. 雜誌中的文章 (Magazine article)

英文：

Author, A. A. (Year, Month Date). Title of article. *Title of Magazines*, xx, xxx-xxx.

範例：

Moscaritolo, A. (2013, August). A factory that makes factories. *PC Magazine*, 10-13.

中文：

作者（xxxx年x月x日）。文章篇名。雜誌名，xx，起訖頁碼。

範例：

4. 報紙報導 (Newspaper article)

(1) 紙本報紙刊登的文章，有作者

英文：

Author, A. A. (Year, Month Date). Title of article. *Title of Newspaper*, pp. xx-xx.

範例：

Dollar, S. (2013, June 18). Arts: Dumbo firm offers apps for at-home publishers. *Wall Street Journal, Eastern edition*, A. 21.

中文：

記者或作者 (xxxx 年 x 月 x 日)。文章名稱。報紙名稱，頁 xx/版次。

範例：

李偉文 (2013 年 9 月 8 日)。幸福的條件。聯合報，P12。

(2) 紙本報紙刊登的文章，無作者

英文：

Title of article. (Year, Month Date). *Title of Newspaper*, pp. xx-xx.

範例：

Shop for health benefits. (2013, September 8). *Wall Street Journal, Eastern edition*, WSJ. 1.

中文：

文章名稱 (xxxx 年 x 月 x 日)。報紙名稱，頁 xx/版次。

範例：

想當暢銷作家？我們幫你圓夢！(2013 年 9 月 3 日)。經濟日報，B4。

(3) 電子報 (僅需寫出官網首頁網址，不必寫出該文章之詳細網址)

英文：

Author, A. A. (Year, Month Date). Title of article. *Title of Newspaper*. Retrieved from <http://xxx.xxx.xxx>

範例：

Bartley, N. (2013, August 22). Ruling opens door to replacing Renton's iconic 'bridge' library. *The Seattle Times*. Retrieved from <http://seattletimes.com/html/home/index.html>

中文：

記者或作者 (xxxx 年 x 月 x 日)。文章名稱。電子報名稱，檢自電子報官網網址。

範例：

李怡芸 (2013 年 6 月 26 日)。出版談判應對等。旺報，檢自 <http://www.chinatimes.com/>

5. 百科全書或字典 (Encyclopedias and Dictionaries)

(1) 整套百科全書或字典

英文：

Editor, A. A. (Ed.). (Year). *Title of the encyclopedias or dictionaries* (Vols. x-x). Location: Publisher.

範例：

Chapelle, C. A. (Ed.). (2013). *The encyclopedia of applied linguistics* (Vols. 1-10). Chichester, West Sussex: Wiley-Blackwell.

Reitz, J. M. (2004). *Dictionary for library and information science*. Westport, CT: Libraries Unlimited.

中文：

編者(編)(年代)。百科全書名(x-x冊)。出版地：出版者。

範例：

胡述兆(主編)(1995)。圖書館學與資訊科學大辭典(上、中、下冊)。台北市：漢美。

太陽國際出版社編輯委員會(主編)(1987)。中國文寶(1-12冊)。台北市：太陽國際。

(2) 百科全書或字典中署名之文章

英文：

Author, A. A. (Year). Title of article. In *Title of the encyclopedias or dictionaries* (Vol. x, pp. xx-xx). Location: Publisher.

範例：

Munro, M. J. (2013). Intelligibility. In *The encyclopedia of applied linguistics* (Vol. 5, pp. 2732-2738). Chichester, West Sussex: Wiley-Blackwell.

Reitz, J. M. (2004). Illuminated. In *Dictionary for library and information science* (p. 348). Westport, CT: Libraries Unlimited.

中文：

作者(年代)。詞條名。在百科全書名(第xx冊,頁xx-xx)。出版地：出版者。

範例：

陳雅文(1995)。疊慧法。在圖書館學與資訊科學大辭典(下冊,頁2481)。台北市：漢美。

(3) 百科全書或字典中未署名之文章

英文：

Title of article. (Year). In *Title of the encyclopedias or dictionaries* (Vol. xx, pp. xx-xx). Location: Publisher.

範例：

Value chain. (1997). In *Knowledge exchange business encyclopedia* (pp. 569-571). San Monica, CA: Knowledge Exchange.

中文：

詞條名(年代)。在百科全書名(第xx冊,頁xx-xx)。出版地：出版者。

範例：

海峽交流基金會成立(2000)。在台灣全記錄(再版,頁894)。台北市：錦繡。

6. 會議或研討會論文 (Meetings and Symposia)

(1) 正式出版之會議或研討會論文集

英文：

Author, A. A. (Year). Title of paper. In B. B. Editor (Ed.), *Title of Published Proceedings* (pp. xx-xx). Location: Publisher. doi:xxxxxxx or Retrieved from http://xxxxxxx

範例：

Verbert, K., Parra, D., Brusilovsky, P., & Duval, E. (2013). Visualizing recommendations to support exploration, transparency and controllability. In J. Kim, J. Nichols & P. A. Szekely

(Eds.), *Proceedings of the Companion Publication of the 2013 International Conference on Intelligent User Interfaces Companion* (pp. 351-362). New York, NY: ACM. doi:10.1145/2449396.2449442

中文：

作者(年代)。論文名稱。在編者(編)。論文集名稱(頁 xx-xx)。出版地：出版者。doi:xxxxxxx
或檢自 <http://xxxxxxx>

範例：

余鑑、于俊傑、陳巧琦 (2013)。工作輪調及組織承諾對於工作績效之影響。在 2013 管理、商業與資訊國際學術研討會論文集 (頁 11-18)。台北市：中國科技大學企業管理系。檢自 http://cute.ksnet.com.tw/hcnet/20130627162600_137235036037622.pdf

(2) 會議、研討會或座談會中發表之論文與海報

I. 無會議主持人

英文：

Presenter, A. A. (Year, Month). *Title of paper or poster*. Paper/Poster session presented at the meeting of Organization Name, Location. doi:xxxxxxx or Retrieved from <http://xxxxxxx>

範例：

Tullis, T., & Wood, L. (2004, June). *How many users are enough for a card-sorting study?* Poster session presented at the Annual Meeting of the Usability Professionals Association, Minneapolis, MN. Retrieved from <http://home.comcast.net/~tomtullis/publications/UPA2004CardSorting.pdf>

中文：

發表者 (xxxx 年 x 月)。論文或海報名稱。研討會名稱發表 (張貼) 之論文，舉行地點。doi:xxxxxxx 或檢自 <http://xxxxxxx>

範例：

吳卓翰、郭嘉真、吳金典 (2012 年 10 月)。海浪模擬。2012 NCHC HPC 研討會張貼之論文，新竹市。

II. 有會議主持人

英文：

Author, A. A. (Year, Month). Title of paper. In B. B. Chairperson (Chair), *Title of symposium*. Symposium conducted at the meeting of the Organization Name, Location.

範例：

Oyanagi, S., Kubota, K., & Nakase, A. (2001, August). Application of matrix clustering to web log analysis and access prediction. In R. Bayardo (Chair), *WEBKDD 2001-mining web log data across all customers touch points*. Symposium conducted at the meeting of the WEBKDD, San Francisco, CA.

中文：

作者 (xxxx 年 x 月)。論文名稱。在會議主持人 (主持)，會議名稱。主辦單位主辦，舉行地點。

範例：

林素甘 (2012 年 7 月)。誰在書寫蘭嶼，建構蘭嶼知識：蘭嶼專題圖書之分析。在林志鳳、王新才 (主持)，2012 年第十一屆海峽兩岸圖書資訊學學術研討會。中華圖書資訊

學教育學會、淡江大學資訊與圖書館學系主辦，新北市。

(3) 定期出版的會議紀錄

英文：

Author, A. A. (Year). Title of paper. *Title of Proceeding*, xx(x), xxx-xxx. doi:xxxxxxx or Retrieved from <http://xxxxxxx>

範例：

Tait, E., MacLeod, M., Beel, D., Wallace, C., Mellish, C., & Taylor, S. (2013). Linking to the past: An analysis of community digital heritage initiatives. *Aslib Proceedings*, 65(6). Retrieved from <http://www.emeraldinsight.com/journals.htm?issn=0001-253x&volume=65&issue=6&articleid=17095617&show=pdf>

中文：

作者(年代)。文章名。期刊名稱，xx(x)，起訖頁碼。doi:xxxxxxx 或檢自 <http://xxxxxxx>

範例：

林先淪(2012)。韓語漢字語的譜系與領域別分佈。中韓文化關係國際學術會議論文集，21，30-44。

7. 研究報告或技術報告 (Technical and Research Reports)

(1) 科技或研究計畫報告

英文：

Author, A. A. (Year). *Title of report* (Report No. xxx). Location: Publisher. Retrieved from Agency name website <http://xxxxxxx>

範例：

Tolliver, D., Lu, P., & Benson, D. (2013, May). *Analysis of railroad energy efficiency in the United States* (MPC Report No. 13-250). Fargo, ND: Mountain-Plains Consortium. Retrieved from Transportation Institute of North Dakota State University website <http://www.mountain-plains.org/pubs/pdf/MPC13-250.pdf>

中文：

作者(年代)。報告名稱(報告編號)。出版地：出版者。檢自機構網站名，<http://xxxxxxx>

範例：

鄧華真(2012)。日本與台灣病媒蚊及病媒蚊傳播之病原基因關係(DOH 101-DC-2036)。台北市：疾病管制局研究檢驗中心。檢自衛生福利部疾病管制署，<http://www.cdc.gov.tw/uploads/files/1330770e-49ec-47bd-b8f0-aa538f1cf92.pdf>

(2) 國科會報告

中文：

作者(年代)。報告名稱(國科會專題研究計畫成果報告，NSC xxxxxxxxxxxxxx)。機構所在地：執行機構。

範例：

唐牧群(2012)。應用社會網絡分析於 aNobii 網路社群使用者之偏好研究(國科會專題研究計畫成果報告，NSC 100-2410-H-002-137)。台北市：國立臺灣大學圖書資訊學系暨研究所。

(3) 可由 NTIS 或 ERIC 等單位取得之報告

英文：

Author, A. A. (Year). *Title of report* (Report No. xxxx). Location: Publisher.

範例：

Lavy, V., & Sand, E. (2012). *The friends factor: How students' social networks affect their academic achievement and well-being?* (NBER working paper series No. 18430). Cambridge, MA: National Bureau of Economic Research.White, J. (2009). *Illinois State library strategic plan: 2008-2011. Progress report* (ERIC No. ED514956). Springfield, IL: Illinois State Library.**8. 博碩士論文 (Doctoral Dissertations and Master's Theses)****(1) 未正式出版之博碩士論文****I. 美國州立大學 (直接寫出學校名)**

英文：

Author, A. A. (Year). *Title of dissertation* (Unpublished doctoral dissertation/master's thesis).
Name of University.

範例：

Espinoza, F. (2013). *Self-image and relationship issues among women who have undergone cosmetic surgery: What does the helping profession need to know?* (Unpublished master's thesis). California State University, Long Beach.**II. 美國其他大學 (註明州別)**

英文：

Author, A. A. (Year). *Title of dissertation* (Unpublished doctoral dissertation/master's thesis).
Name of University, Location.

範例：

Fortenberry, B. R. (2013). *Church, state, and the space in between: An archaeological and architectural study of St. George's, Bermuda* (Unpublished doctoral dissertation). Boston University, Boston, MA.**III. 美國以外國家 (註明國別)**

英文：

Author, A. A. (Year). *Title of dissertation* (Unpublished doctoral dissertation/ master's thesis).
Name of University, Country's name.

範例：

Schartmann, A. (2012). *A study of thematic introduction in Beethoven's music* (Unpublished master's thesis). McGill University, Canada.**IV. 中文博碩士論文**

中文：

作者 (年代)。論文名稱 (未出版之博/碩士論文)。學校名稱研究所, 學校所在地。

範例：

黃文彥 (2009)。開放式期刊典藏系統設計與實作：以教育資料與圖書館學為例 (未出版)

之碩士論文)。淡江大學資訊與圖書館學系，台北縣。

(2) 引用資料庫或網路取得之博碩士論文

英文：

Author, A. A. (Year). *Title of doctoral dissertation or master's thesis* (Doctoral dissertation or Master's thesis). Retrieved from Name of database. (Accession/Order No. xxxxxx)

範例：

Ashmankas, B. (2012). *A value pluralist approach to political ideology: The six universal and conflicting principles from which our politics derive* (Master's thesis). Retrieved from Digital Dissertation Consortium. (AAT 1508698)

中文：

作者 (年代)。論文名稱 (博/碩士論文)。檢自資料庫名稱。(系統編號)

範例：

陳淑貞 (2011)。圖書資訊學領域 *Open Access* 期刊分析研究 (碩士論文)。檢自華藝線上圖書館。

9. 網路相關資源 (Websites and Other Online Communities)

(1) 一般網頁

英文：

Author, A. A. (Year). *Title of webpage*. Retrieved from <http://xxxxxxx>

範例：

Teicher, C. M. (2013). *Berl's Brooklyn Poetry Book Shop brings poetry and community to New York*. Retrieved from <http://www.publishersweekly.com/pw/by-topic/industry-news/bookselling/article/59063-berl-s-poetry-book-shop-brings-poetry-and-community-to-new-york.html>

中文：

作者 (年代)。文章標題。檢自 <http://xxxxxxx>

範例：

陳珮分 (2013)。俯瞰島嶼 20 年——齊柏林《鳥目台灣》。檢自 http://okapi.books.com.tw/index.php/p3/p3_detail/sn/2380

(2) 部落格發表的文章或張貼的影片

英文：

Author, A. A. (Year, Month Day). *Title of post* [Description of form]. Retrieved from <http://xxxxxxx>

範例：

Jones, L. C. (2013, June 10). *How to publish a book on Kindle and \$5,383 profit in 11 days* [Video file]. Retrieved from <http://www.youtube.com/watch?v=X2PxP3dp4qk>

中文：

作者 (xxxx 年 x 月 x 日)。發表名稱 [格式說明]。檢自 <http://xxxxxxx>

範例：

陳穎青 (2010 年 2 月 2 日)。只見電子不見書 [部落格文章]。檢自 <http://www.contnt.net/2010/02/ebook-and-ereader.html>

◎格式說明[Description of form]：

部落格評論[Web log comment]；部落格文章[Web log post]；部落格影音[Video file]；網路
群組、線上論壇、討論群組張貼之訊息[Online forum comment]

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作者為二人	Buchanan 與 Henderson (2009) 蕭家捷與賴文智 (2013)	Buchanan 與 Henderson (2009) 蕭家捷與賴文智 (2013)
作者為三至五人	Brooks, Ffolliott 與 Magnier(2013) 王曉曙、黃昭儒、林志宏與吳浚璋 (2012)	Brooks 等(2013) 王曉曙等 (2012)
作者為六人或六人以上	Lloyd et al. (2008) 王文宇等 (2008)	Lloyd et al. (2008) 王文宇等 (2008)
作者為團體作者	American Psychological Association (APA, 1994) 中央研究院 (中研院, 2003)	APA (1994) 中研院 (2003)
作者為團體作者(無縮寫)	University of Chicago (2005) PCuSER 研究室 (2012)	University of Chicago (2005) PCuSER 研究室 (2012)
作者為譯者(翻譯作品)	Cardenal 與 Araujo (2011/2013) Stevenson (2011 /何應欽譯, 2013) 科貝特 (1998 /許家禎譯, 2013)	Cardenal 與 Araujo (2011/2013) Stevenson (2011 /何應欽譯, 2013) 科貝特 (1998 /許家禎譯, 2013)

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作者為二人	(Buchanan & Henderson, 2009) (蕭家捷、賴文智, 2013)	(Buchanan & Henderson, 2009) (蕭家捷、賴文智, 2013)
作者為三至五人	(Brooks, Fiolliott, & Magner, 2013) (王曉擘、黃昭儒、林志宏、吳浚璋, 2012)	(Brooks et al., 2013) (王曉擘等, 2012)
作者為六人或六人以上	(Lloyd et al., 2008) (王文宇等, 2008)	(Lloyd et al., 2008) (王文宇等, 2008)
作者為團體作者	(American Psychological Association [APA], 1994) (中央研究院 [中研院], 2003)	(APA, 1994) (中研院, 2003)
作者為團體作者(無縮寫)	(University of Chicago, 2005) (PCuSER 研究室, 2012)	(University of Chicago, 2005) (PCuSER 研究室, 2012)
作者為譯者 (翻譯作品僅列出原作者即可)	(Cardenal & Araújo, 2011/2013) (Stevenson, 2011 / 何應欽譯, 2013) (科貝特, 1998 / 許家禎譯, 2013)	(Cardenal & Araújo, 2011/2013) (Stevenson, 2011 / 何應欽譯, 2013) (科貝特, 1998 / 許家禎譯, 2013)

在圓括號中同時引用多項作品

1. 引用同一作者（依照出版年代排序，出版中(in press)的文獻則列舉在最後）
(Brooks & Ffolliott, 2013a, 2013b, in press)
(吳宇綸，2011，2013，出版中)
2. 引用同一作者（相同出版年代，則在年代後加上 a、b、c...等方式加以區別）
(Brooks & Ffolliott, 2013a, 2013b, in press-a, in press-c)
(吳宇綸，2011a，2011b，出版中-a，出版中-b)
3. 引用不同作者（中文文獻，按第一作者姓氏筆劃排列，英文文獻，按第一作者姓氏字母排列，作者間以分號隔開）
(American Psychological Association, 1999; Brooks & Ffolliott, 2013a)
(吳宇綸，2011a，2011b，出版中-a，出版中-b；龔怡，2010a，2010b)
4. 同時引用中文及英文文獻（先引用中文文獻之作者，再引用英文文獻之作者）
(吳宇綸，2011a，2011b，出版中-a，出版中-b；龔怡，2010a，2010b；Brooks & Ffolliott, 2013a)

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正文內呈現方式：

...Seidenberg and McClelland's study (as cited in Coltheart, Curtis, Atkins, & Haller, 1993).

參考文獻呈現方式：

Coltheart, M., Curtis, B., Atkins, P., & Haller, M. (1993) Models of reading aloud: Dualroute and parallel-distributed-processing approaches. *Psychological Review*, 100, 589-608.

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範例2－參考文獻(References)
林雯瑤、邱炯友[Lin, Wen-Yau Cathy, & Chiu, Jeong-You] (2012)。教育資料與圖書館學四十年之書目計量分析[A bibliometric study of the Journal of Educational Media & Library Sciences, 1970-2010]。教育資料與圖書館學[*Journal of Educational Media & Library Sciences*], 49(3), 297-314。

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