

APA Citation for Videos and Analytics in the VMC.

Videos

Videos in the VMC, whether raw videos or video clips created from raw videos are cited in the following manner:

Title of Video [video file]. Retrieved from DOI

Examples:

A28, Night Session, Pascal's Identity (presentation view), Grade 11, May 12, 1999, raw footage [video file]. Retrieved from <http://dx.doi.org/doi:10.7282/T3319TTG>

The screenshot shows the VMC Search Portal with search results for a video. The video title is "A28, Night Session, Pascal's Identity (presentation view), Grade 11, May 12, 1999, raw footage". The duration is 01:00:58. The publisher is New Brunswick, NJ: Robert B. Davis Institute for Learning, c1999-05-12. The persistent URL is <http://dx.doi.org/doi:10.7282/T3319TTG>. The description provides details about the video content, including a discussion of Pascal's Identity and the binomial expansion. The citation information is highlighted with red arrows and text: "Title" points to the video title, and "Retrieved from" points to the DOI link. A red circle highlights the "Citation & Export" link in the left sidebar, with a red arrow pointing to it and the text "An APA citation is provided at this link".

Analytics

Analytics are video files combined with scholarly analysis. Analytics are authored by one or more researchers and are cited in the following manner:

Last Name, First & Middle Initials. (Year, Month Day). *Title of video* [Video file]. Retrieved from DOI

Agnew, G.J. and Maher, C.A. (2011, September 21). *Building towers selecting from two colors--engaging two students in collaborative problem solving* [video file]. Retrieved from

<http://dx.doi.org/doi:10.7282/T31R6PPH>

Video Mosaic Collaborative
Watching students grow with math

RIAAnalytic Tool Research Professional Education Home [Login to Community](#)

Published Analytics

Building towers selecting from two colors--engaging two students in collaborative problem solving
Mediator/researcher Carolyn Maher of Rutgers University models effectively engaging two students to solve the problem of building towers four high selecting from cubes of two colors, moving from one student to two students to three students and then preparing for demonstration to the class. more...

Author(s) → Purpose(s) Effective teaching
Creator Grace J. Agnew (Rutgers University); Carolyn A. Maher (Rutgers University)
Published 2011-09-21 ← **Date**
Persistent URL <http://dx.doi.org/doi:10.7282/T31R6PPH> ← **Retrieved from**

Developing Isomorphic Relationships in High School Mathematics
The fundamental concept of isomorphisms is often not formally introduced to students until more advanced, college-level mathematics courses such as calculus or real number analysis. However, this delayed presentation should not lead mathematics educators to assume that students are unable to build an understanding of the idea as they construct these isomorphic relationships earlier in their mathematical explorations. more...

Purpose(s) Student collaboration; Student representation; Student reasoning; Student engagement
Creator Luis Leyva (Rutgers University)
Published 2012-05-15
Persistent URL <http://dx.doi.org/doi:10.7282/T3H131DN>

The development of upper and lower bound arguments while comparing fractions
This analytic demonstrates the development and use of upper and lower bound arguments by fourth grade students as they worked on fraction comparison tasks using Cuisenaire rods to build models. The events in this analytic are selected from a study of fourth grade students from Colts Neck, a suburban New Jersey district (Maher, Martino, & Davis, 1994). more...

Purpose(s) Reasoning
Creator Esther Weber (Rutgers University)
Published 2015-05-06
Persistent URL <http://dx.doi.org/doi:10.7282/T32S22BH>