

**A research paper published by an organization:**

American Psychological Association. (2002). Cognitive development in 16-month-old infants. *Psychology and Neuroscience*, 12, pp. 340-342.

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Grant, Y. (1988). A cross-sectional study of infant attention. In A.T. Bloomberg & O.S. Yu (Ed.), *Infancy*(pp. 91-93). Toronto: University of Toronto Press.

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Ip, K.P. (2007). Testing for introversion and extraversion in infants. *The Scientist*, 45, 400-402. doi:10.17389/0989.2007.05.006

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Kwan, S.M. (2016). Evidence-based parenting of introverted infants. *Journal of Childhood Psychology*, 15. Retrieved from <http://www.co.uk.org/Solodk.html>

**An unpublished research paper (such as a thesis):**

Herbert, L.K. (2018). Parenting and Infant Personality. University of British Columbia, Vancouver, B.C.

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**Teaching Gradually** Kacie L. Armstrong, Lauren A. Genova, John Wyatt Greenlee, Derina S. Samuel, 2023-07-03 Teaching Gradually is a guide for anyone new to teaching and learning in higher education Written for graduate student instructors by graduate students with substantive teaching experience this resource is among the first of its kind to speak to graduate students as comrades in arms with voices from alongside them in the trenches rather than from far behind the lines Each author featured in this book was a graduate student at the time they wrote their contribution Consequently the following chapters give scope to a newer diverse generation of educators who are closer in experience and professional age to the book's intended audience The tools methods and ideas discussed here are ones that the authors have found most useful in teaching today's students Each chapter offers a variety of strategies for successful classroom practices that are often not

explicitly covered in graduate training Overall this book consists of 42 chapters written by 51 authors who speak from a vast array of backgrounds and viewpoints and who represent a broad spectrum of experience spanning small large public and private institutions of higher education Each chapter offers targeted advice that speaks to the learning curve inherent to early career teaching while presenting tangible strategies that readers can leverage to address the dynamic professional landscape they inhabit The contributors stories and reflections provide the context to build the reader s confidence in trying new approaches in their his or her teaching This book covers a wide range of topics designed to appeal to graduate student instructors across disciplines from those teaching discussion sections to those managing studio classes and lab sessions to those serving as the instructor of record for their own course Despite the medley of content two common threads run throughout this volume a strong focus on diversity and inclusion and an acknowledgment of the increasing shift to online teaching As a result of engaging with Teaching Gradually readers will be able to Identify best teaching practices to enhance student learning Develop a plan to implement these strategies in their teaching Expand their conception of contexts in which teaching and learning can take place Evaluate and refine their approaches to fostering inclusion in and out of the classroom Assess student learning and the efficacy of their own teaching practices Practice professional self reflection

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