



Taules o figures

Curs acadèmic
2022/2023



Taules o figures



**Taules o figures -
Articles de revista**



**Taules o figures -
Llibre**



**Taules o figures -
al llistat de
referències final**



**Figures -
Fotografia**



Referències

Taules o figures

A l'estil APA, es distingeix entre:

Taules

- Valors numèrics o text
- Organització en files i columnes

PRICE TABLE	BASIC	STANDARD	PREMIUM
	15\$	35\$	65\$
Lorem ipsum dolor sit amet dipisc	+	+	+
Elit sed do eiusmod tempor labore	+	+	+
Dolore magna aliqua. Ut enim ad	+	+	+
Minim veniam quis nostrud	-	+	+
Ullamco laboris nisi ut aliquip ex	-	+	+
Commodo consequat duis aute	-	+	+
Dolor in reprehenderit in voluptate	-	-	+
Esse cillum dolore eu fugiat nulla	-	-	+
Pariatur excepteur sint occaecat	-	-	+
Cupidatat non proident sunt in	-	-	+
	BUY NOW	BUY NOW	BUY NOW

Figures

- Qualsevol tipus d'il·lustració (gràfics, fotografies, mapes, etc.)



Taules o figures



Reproducció o adaptació de taules alienes

Si reproduïxes o adaptes una taula o figura d'una altra font en el teu treball has de citar-la a la nota de la taula o figura.

- Indicaràs l'origen del material reproduït o adaptat.
- També hauràs d'incloure la referència corresponent a la llista de referències.



Cos del text

Per escriure les referències sobre i sota la taula o figura empraràs una mida de text més petita.



Com elaborar taules i figures

Trobaràs més informació sobre com s'han d'elaborar les taules i figures amb l'estil APA a:



APA style - Tables and figures



Referències

Taules o figures

ON HAS TROBAT LA TAULA O FIGURA?	ESQUEMA
Article de revista	De / Adaptat de “Títol de l’article on has trobat la taula o figura”, per Inicial(s) del nom(s) Cognom(s) de l’autor(s), any, <i>Títol de la revista en cursiva</i> , Volum(número de la revista), p. número de pàgina(es) (URL o DOI). Copyright any per... / Llicència CC / En domini públic.
Llibre	De / Adaptat de <i>Títol del llibre on has trobat la taula o figura en cursiva</i> (pàgina(es)), per Inicial(s) del nom(s) Cognom(s) de l’autor(s), any, Editorial (URL o DOI). Copyright any per... / Llicència CC / En domini públic.
Capítol de llibre	De / Adaptat de “Títol del capítol on has trobat la taula o figura”, per Inicial(s) del nom(s) Cognom(s) de l’autor(s), a Inicial(s) del nom(s) Cognom(s) de l’editor(s) (Ed. /Eds.), <i>Títol del llibre en cursiva</i> (edició, p. número de pàgina(es)), any, Editorial. Copyright any per... / Llicència CC / En domini públic.
Pàgina web	De / Adaptat de <i>Títol de la pàgina web en cursiva on has trobat la taula o figura</i> , per Inicial(s) del nom(s) Cognom(s) de l’autor(s), any (URL). Copyright any per... / Llicència CC / En domini públic.
Dades	Les dades són de “Títol de l’informe o font de dades”, per Inicial (s) del nom(s) Cognom(s) de l’autor(s), any (URL). Copyright any per... / Llicència CC / En domini públic.



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A SOBRE DE LA TAULA O FIGURA

Taula X o Figura X en negreta

Títol o descripció de la taula o figura en cursiva.

X = número consecutiu que li pertoca en relació a les taules que has afegit al teu treball.

A SOTA DE LA TAULA O FIGURA

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Taules o figures - Article de revista

EXEMPLE D'ATRIBUCIÓ DE TAULA ADAPTADA

Table 1

Results From a Factor Analysis of the Parental Care and Tenderness (PCAT) Questionnaire

PCAT item	Factor loading		
	1	2	3
Factor 1: Tenderness—Positive			
20. You make a baby laugh over and over again by making silly faces.	.86	.04	.01
22. A child blows you kisses to say goodbye.	.85	-.02	-.01
16. A newborn baby curls its hand around your finger.	.84	-.06	.00
19. You watch as a toddler takes their first step and tumbles gently back down.	.77	.05	-.07
25. You see a father tossing his giggling baby up into the air as a game.	.70	.10	-.03
Factor 2: Liking			
5. I think that kids are annoying (R)	-.01	.95	.06
8. I can't stand how children whine all the time (R)	-.12	.83	-.03
2. When I hear a child crying, my first thought is "shut up!" (R)	.04	.72	.01
11. I don't like to be around babies. (R)	.11	.70	-.01
14. If I could, I would hire a nanny to take care of my children. (R)	.08	.58	-.02
Factor 3: Protection			
7. I would hurt anyone who was a threat to a child.	-.13	-.02	.95
12. I would show no mercy to someone who was a danger to a child.	.00	-.05	.74
15. I would use any means necessary to protect a child, even if I had to hurt others.	.06	.08	.72
4. I would feel compelled to punish anyone who tried to harm a child.	.07	.03	.68
9. I would sooner go to bed hungry than let a child go without food.	.46	-.03	.36

Note. N = 307. The extraction method was principal axis factoring with an oblique (Promax with Kaiser

Normalization) rotation. Factor loadings above .30 are in bold. Reverse-scored items are denoted with

an (R). Adapted from "Individual Differences in Activation of the Parental Care Motivational System:

Assessment, Prediction, and Implications," by E. E. Buckels, A. T. Beall, M. K. Hofer, E. Y. Lin, Z. Zhou, and

M. Schaller, 2015, *Journal of Personality and Social Psychology*, 108(3), p. 501

(<https://doi.org/10.1037/pspp0000023>). Copyright 2015 by the American Psychological Association.

SKILLS FOR COOPERATION

PROMOTING ACADEMIC EXPERTISE TO INDUSTRY: BUSINESS DEVELOPMENT SKILLS FOR RESEARCHERS

University-industry partnership is playing an ever increasing role in developing knowledge-based economies. Creation of knowledge and the ability to transfer research into economic wealth, health and social equality is becoming a competitive factor of national economies. In 2006, The Global Bank launched the Knowledge Economy Index which included the innovation system as one of its key components.

An international research landscape is quickly transforming itself towards multidisciplinary activities, increased mobility of researchers, and appearance of new players who help bridge research outcomes with end users. These new players include boundary spanners combining different disciplines and generating new ideas and technology and knowledge transfer brokers, who facilitate links between universities and industry.

Industry is quickly adapting to an open innovation paradigm using both internal and external ideas and pathways to develop new products, services and technologies. There are a number of leading companies developing universities at a global scale. To remain competitive, companies are keen to source new ideas, cut their research time and resources and accelerate the rate of new developments. Despite inherent differences between their organisational cultures, university-industry partnerships are continuing to grow with both partners engaging into mutually beneficial collaborations.

The most successful entrepreneurial universities understand the benefits of such partnership and develop

industry-focused programmes to diversify their funding sources and produce research outcomes relevant to national economies. For example, Massachusetts Institute of Technology has been running the Industry Liaison Programme (ILP) since 1980 and in 2011 the ILP generated over a half of MIT's industrial income.

Emerging trends show a clear need to develop interdisciplinary collaborative projects take time to develop. Large-scale collaborative projects take time to develop. Large-scale collaborative projects take time to develop. Large-scale collaborative projects take time to develop.

In developing partnership, in order to test relationships, prospective research partners engage in a number of short-term consultancy projects which play an important role in research which indicates that academics perceive academic consultancy as one of the most important channels for knowledge transfer.

These changes and trends require new skills from researchers to support their interaction with industry. It is critical to understand what drives successful university-industry partnerships, mitigate potential risks and reduce barriers caused by different organisational cultures and mindsets. Apart from developing technical knowledge and skills, researchers are required to become aware and support of their research, its application and its impact. They are required to understand a multi-dimensional landscape of knowledge transfer that involves institutional partners, funding bodies, university managers and policymakers.

Patricia Schofield
Patricia Schofield is Business Development Manager of Imperial College Consultants, a knowledge transfer consultancy based in London, UK. She has extensive experience in developing long-term collaborative relationships between universities and industry. She is a frequent speaker at conferences and seminars on knowledge transfer and university-industry partnerships. She is also a member of the UK Higher Education Funding Councils Research Network.

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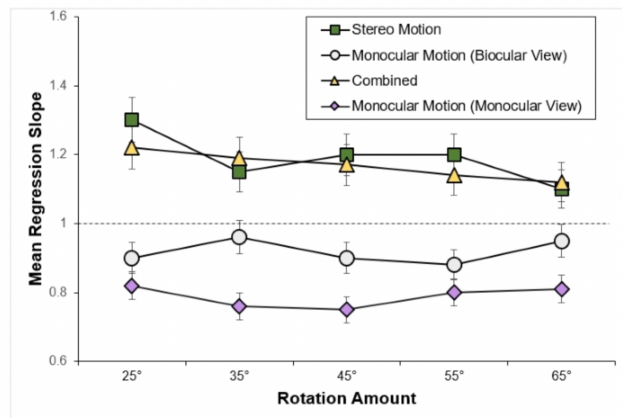
Referències

Taules o figures - Article de revista

EXEMPLE D'ATRIBUCIÓ DE FIGURA REPRODUÏDA

Figure 3

Mean Regression Slopes in Experiment 1



Note. Mean regression slopes in Experiment 1 are shown for the stereo motion, biocularly viewed monocular motion, combined, and monocularly viewed monocular motion conditions, plotted by rotation amount. Error bars represent standard errors. From "Large Continuous Perspective Change With Noncoplanar Points Enables Accurate Slant Perception," by X. M. Wang, M. Lind, and G. P. Bingham, 2018, *Journal of Experimental Psychology: Human Perception and Performance*, 44(10), p. 1513 (<https://doi.org/10.1037/xhp0000553>). Copyright 2018 by the American Psychological Association.



Nota. De "Figure 7.1 Basic Components of a Figure", per American Psychological Association, 2020, *Publication Manual of the American Psychological Association* (7th ed.), p. 226 (<https://doi.org/10.1037/0000165-000>). Copyright 2020 per the American Psychological Association.



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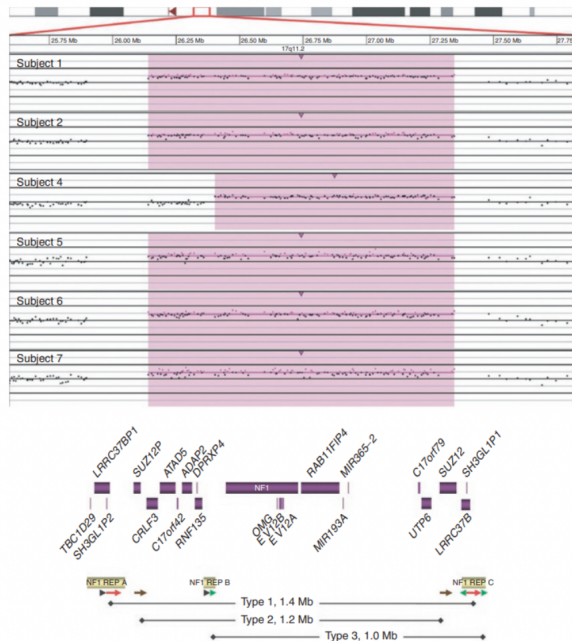
Referències

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EXEMPLE D'ATRIBUCIÓ DE FIGURA REPRODUÏDA

Figure 1

Microduplications Encompassing NF1 for Subjects With Oligonucleotide Microarray Analysis



Note. Six subjects had microduplications encompassing NF1. For all microarray plots, probes are arranged on the x-axis according to physical mapping positions [...] From "NF1 Microduplications: Identification of Seven Nonrelated Individuals Provides Further Characterization of the Phenotype," by K. J. Moles, G. C. Gowans, S. Gedela, D. Beversdorf, A. Yu., L. H. Seaver, R. A. Schultz, J. A. Rosenfeld, B. S. Torchia, and L. G. Shaffer, 2012, *Genetics in Medicine*, 14(5), p. 509 (<https://doi.org/10.1038/gim.2011.46>). Copyright 2012 by the American College of Medical Genetics and Genomics. Reprinted with permission.



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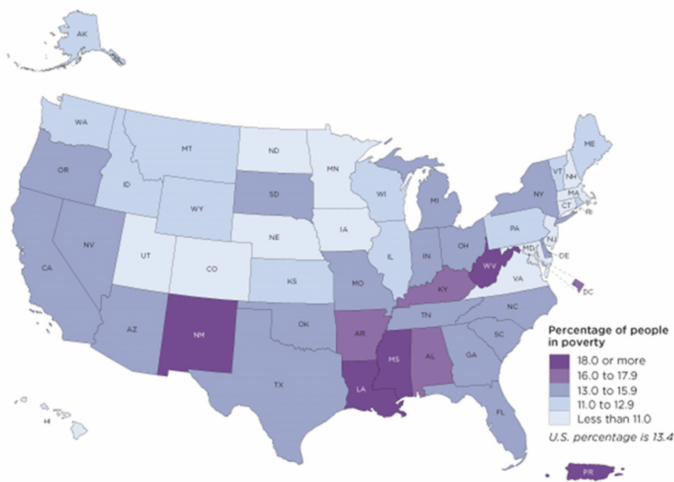
Referències

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EXEMPLE D'ATRIBUCIÓ DE FIGURA ADAPTADA

Figure 1

Poverty Rate in the United States, 2017



Note. The map does not include data for Puerto Rico. Adapted from 2017 *Poverty Rate in the United States*, by U.S. Census Bureau, 2017 (<https://www.census.gov/library/visualizations/2018/comm/acs-poverty-map.html>). In the public domain.

Nota. De "Figure 7.14 Sample Map", per American Psychological Association, 2020, *Publication Manual of the American Psychological Association* (7th ed.), p. 244 (<https://doi.org/10.1037/0000165-000>). Copyright 2020 per the American Psychological Association.



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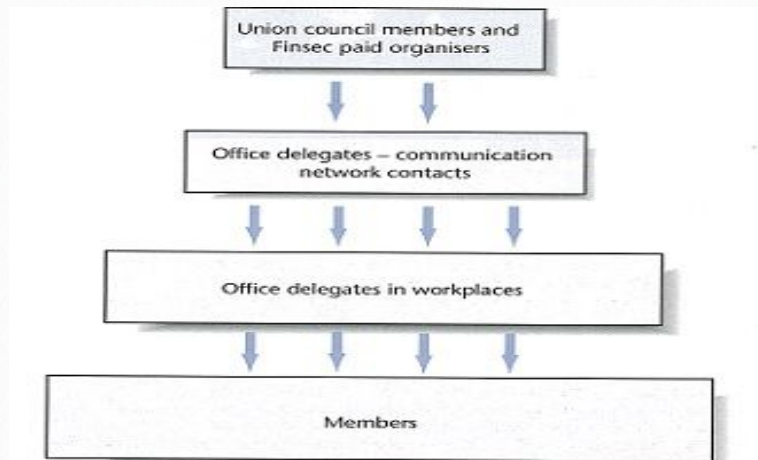
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Taules o figures - Llibre

EXEMPLE D'ATRIBUCIÓ DE FIGURA REPRODUÏDA

Figura 1

FinSec's communication networks



Nota. De *Employment Relations in New Zealand* (p.355), per E. Rasmussen, 2009, Pearson. Copyright 2009 per Erling Rasmussen.

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Referències

Taules o figures

Al llistat de referències final

01 | HAN D'APARÈIXER AL LLISTAT DE REFERÈNCIES

Per redactar les referències hauràs de seguir l'esquema del tipus de document original.

Per exemple: quan vulguis elaborar la referència d'una taula, gràfic, fotografia... procedent d'un llibre electrònic, al llistat de referències hauràs de crear la referència a partir de l'esquema dels llibres electrònics.

02 | SEGUEIX L'ESQUEMA DEL TIPUS DE DOCUMENT ORIGINAL

Els documents d'on hagi obtingut taules i figures han d'aparèixer també al llistat final de referències.



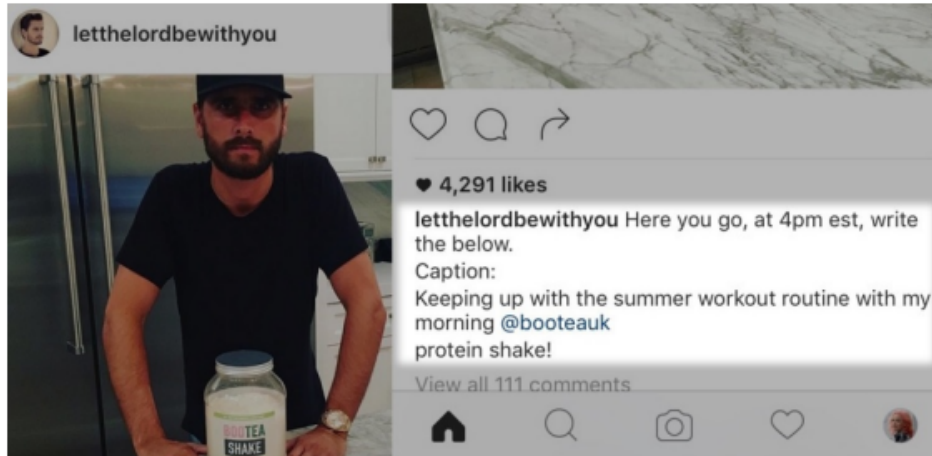
Referències

Taules o figures

Exemple al llistat de referències final

Figura 1

When influencers get caught out at their own game



Nota. De *Augmented customer strategy: CRM in the digital age* (p. 31), per G. N'Goala, V. Pez-Pérard, i I. Prim-Allaz (Eds.), 2019, ISTE; Wiley (<https://onlinelibrary.wiley.com/doi/pdf/10.1002/9781119618324.ch>). Copyright 2019 de ISTE Ltd.

REFERÈNCIA FINAL

➡ N'Goala, G., Pez-Pérard, V., i Prim-Allaz, I. (Eds.). (2019). *Augmented Customer Strategy*. ISTE; Wiley. <https://onlinelibrary.wiley.com/doi/book/10.1002/9781119618324>



Referències

Figures - Fotografia

Cognom(s), Inicial(s) del nom(s) del fotògraf. (data). *Títol de la imatge en cursiva o descripció de la imatge (entre claudàtors)* [Fotografia]. Editor. <http://www.xxxxxxxxxx>

REFERÈNCIA FINAL

McCurry, S (1985). *Afghan girl* [Fotografia]. National Geographic.

<https://www.nationalgeographic.com/magazine/national-geographic-magazine-50-years-of-covers/#/ngm-1985-jun-714.jpg>

Rinaldi, J. (2016). [Photograph series of a boy who finds his footing after abuse by those he trusted]. The Pulitzer Prizes. <https://www.pulitzer.org/winners/jessica-rinaldi>



Moltes gràcies!



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