Originaltext:
Technology has significantly transformed education at several major turning points in our history. In the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language. In the broadest sense, Mime, gestures, grunts, and drawing of figures in the sand with a stick were methods used to communicate -- yes, even to educate. Even without speech, these prehistoric people were able to teach their young how to catch animals for food, what animals to avoid, which vegetation was good to eat and which was poisonous.


Exempel 1
In examining technology, we have to remember that computers are not the first technology people have had to deal with. The first technology was the primitive modes of communication used by prehistoric people before the development of spoken language (Frick, 1991).

Reference list:

Exempel 2
In examining technology, we have to remember that computers are not the first technology people have had to deal with. Frick (1991) believes that "... the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language" (p. 10).

Reference list:
Originaltext 2:
During the last decade, there has been a shift from "instructivist" approaches towards "constructivist" approaches in the field of instructional design. Instructivist approaches reflect the belief that the role of knowledge is basically to represent the real world. Meaning is eventually determined by this real world and [is] thus external to the understander.


Exempel 1
Instructivists hold that the "real world," external to individuals, can be represented as knowledge and determines what will be understood by individuals. This view has been shifting to a constructivist view over the past decade (van Merriënboer, 1997).

**Reference list:**

Exempel 2
Over the last ten years, there has been a marked change from "instructivist" points of view to "constructivist" points of view among instructional designers. Instructivist points of view hold the belief that the role of knowledge is fundamentally to represent the real world. In this view, meaning is determined by the real world and is therefore external to the learner (van Merriënboer, 1997).

**Reference:**