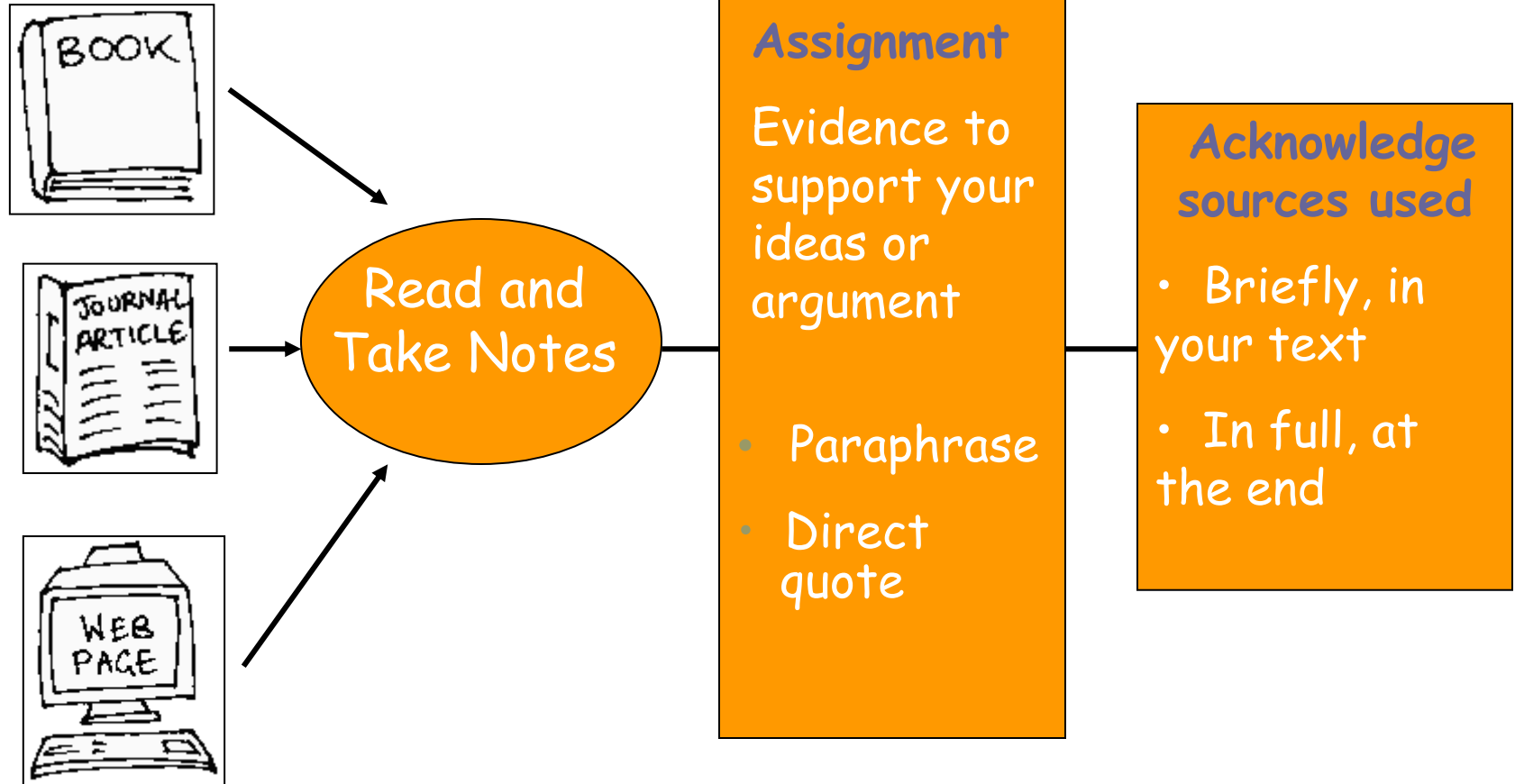


Referencing Your Work



Referencing in Context



We are going to look at...

- What is a reference?
- Why do we reference?
- When do we reference
- How do we reference

What is a Reference?

- An acknowledgement that you have referred to (cited) information from published sources in your own work.
- In other words, it is recognition that you have borrowed other people's work, ideas or opinions.

Why use a referencing system?

□ *Academic reasons*

- To show the range of sources you have used in your assignment, and that they are relevant and trustworthy
- To provide published evidence to support your own ideas/argument/point of view or give examples, making your work more credible
- Avoiding plagiarism - using other people's work and ideas as your own without acknowledgement
- Part of the marking scheme.

Why use a referencing system?

□ *Practical reasons*

- To help a reader to trace the sources you have used
- To help you to retrace sources used in the past
- To help markers to examine the validity of sources they may not be familiar with.

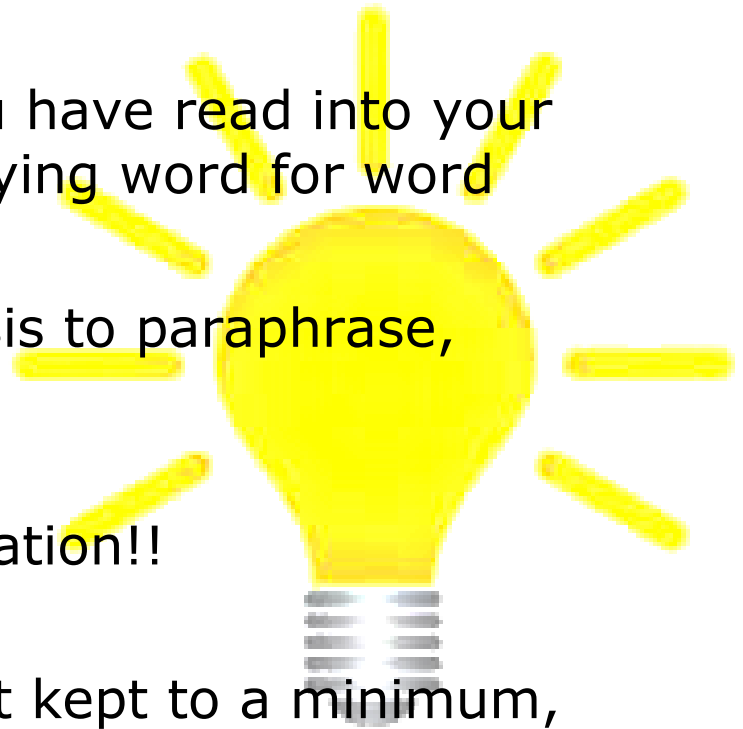
When to Reference

- ❑ A particular theory, argument or viewpoint
- ❑ Statistics, examples, case studies
- ❑ “Direct quotations” – (writer’s exact words) Use sparingly!
- ❑ Paraphrasing.



Top Tips

- ❑ You will **ALWAYS** receive more marks when you paraphrase or summarise information
- ❑ This means putting information you have read into your own words rather than directly copying word for word
- ❑ It takes understanding and synthesis to paraphrase, summarise and explain, however...
- ❑ **ANYONE** can cut and paste information!!
- ❑ If using direct quotations they must kept to a minimum, **ALWAYS** be in inverted commas and include the page number of the source, where available.



How to Reference

- There are various systems for referencing
- Harvard Referencing System is what we use
- We are required to provide...
 - Brief details only, within the main body of the assignment.
 - Full details, in the reference list at the end of your assignment.

In the Harvard Referencing System...

- ❑ The reference list is always placed at the end of the essay/report/presentation
- ❑ We list all sources cited in the assignment by the author's surname, and in alphabetical order.



Advantages of the Harvard system

- It ensures that the author's name and year of publication appear within the text
- The alphabetical order of the reference list makes it easy to consult/browse
- For each reference in the text, only one entry in the reference list is necessary, no matter how many times you use a reference.

When using the Harvard Referencing System...

- Provide brief information about the source in the main body – **A Citation**
- Provide full information about the source at the end – **A Reference**

When do we cite...?

We 'Cite when we write'!



How to provide a Citation

- Your citation will usually come at the beginning of a sentence or follow the information provided at the end of a sentence. - This is so the reader can tell which source of information you have taken from
- There are many ways to provide a citation. - This depends upon how many words / lines you are going to take from the information. It also depends on how you want to write the information.

Providing a Citation...

When providing a citation we need at least 2 things...

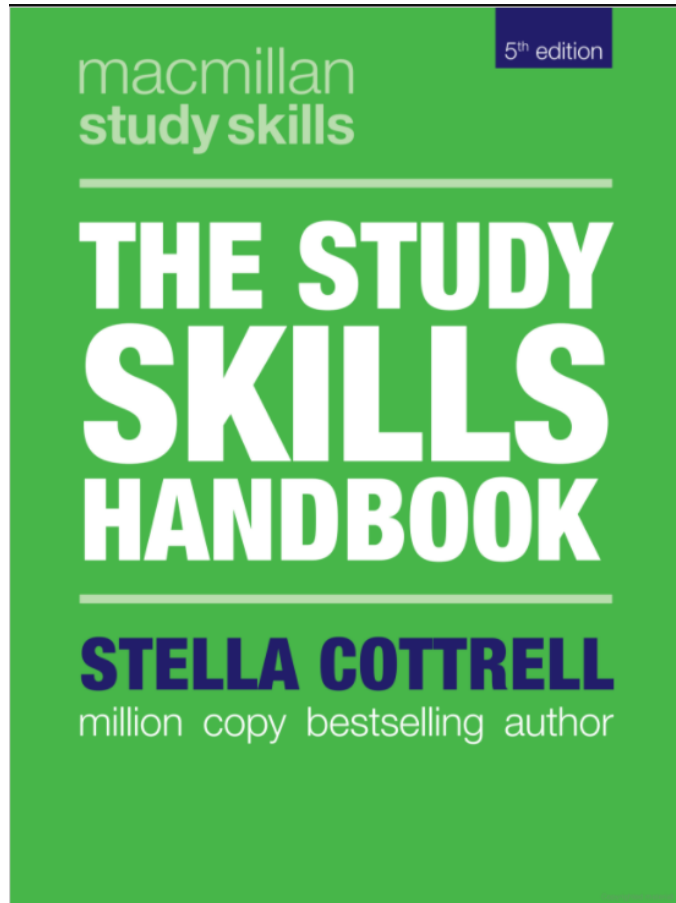
1. Author's surname
2. Year of publication

When providing a citation for a direct quote we need 3 things...

1. Author's surname
2. Year of publication
3. Page number (if applicable)

Providing a Citation...

Direct Quote



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Self-evaluations, checklists, planners and record sheets may be photocopied by individual students for their personal use only.

Surname – Cottrell; Year – 2019

Chapter 1

Success as a student

Take charge of your success



Learning outcomes

This chapter offers you opportunities to:

- ✓ gain an initial overview of how to achieve success in Higher Education
- ✓ understand what to expect and what characterises study in Higher Education
- ✓ clarify your own vision of success
- ✓ understand the study skills and attributes needed for higher level study
- ✓ consider your starting points and priorities for developing good study skills and habits
- ✓ set priorities for further developing your abilities.

A transformational experience

The experience of studying in Higher Education can be life-changing. Most graduates look back on this time with great fondness. In part, this is because of the unique opportunities it offers ...

- ★ to study interesting subjects
- ★ to feel stretched intellectually
- ★ to explore new ideas
- ★ to engage in a wide range of new activities, not easily available elsewhere
- ★ to find out about yourself and how you rise to the challenge of academic study
- ★ to consider the kind of person that you want to be in the world
- ★ to make friends that can last for life.

Higher level study is different from that at previous levels. This chapter helps you to identify how and why this is the case, and what this might mean for you as a student.

Making your success a reality

The more you engage with your course and actively hunt out the enjoyment in study and student life, the greater the likelihood that you will not only survive the experience, but thrive and excel, too.

This chapter helps you to understand what to expect, to consider what 'success' at this level of study means to you, and to decide how you will make the experience work for you.



A transformational experience

The experience of studying in Higher Education can be life-changing. Most graduates look back on this time with great fondness. In part, this is because of the unique opportunities it offers ...

★ to study interesting subjects

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“The experience of studying in Higher Education can be life changing” (Cottrell, 2019, p. 9).

Cottrell (2019, p. 9) states that “the experience of studying in Higher Education can be life changing”.

Cottrell (2019, p. 9) refers to the process of HE study as “life changing”.

These are all direct quotes – so must all have 3 parts to the citation – Authors Surname, Year of Publication & Page Number
Don't forget the quotation marks!!!

Where to place the brackets????

“The experience of studying in Higher Education can be life changing”

Cottrell states that “the experience of studying in Higher Education can be life changing”.

Cottrell refers to the process of HE study as “life changing”.

Always put in brackets what you would not say out loud!!!

Example of indented long direct quote

Larger quotes (2 lines or 30 words +): Start on a new line and indent.

Lev Semyonovich Vygotsky (Russian: Лев Семёнович Выготский or Выгóтский; born Lev Simkhovich Vygodskiy, November 17 [O.S. November 5] 1896, Orsha, Russian Empire) was a Soviet psychologist and founder of a theory of human cultural and bio-social development. He was a member of the Vygotsky Circle (Vygotsky 1932, p. 106).

"Vygotsky's
developed

Quotes this size should be reserved for writing your dissertations in Level 6 and should never be used in Level 4.

and to refer to the way in which the
Vygotsky's ideas were introduced in the West where
they developed a central component of the development of new paradigms in
development. Vygotsky's theories were ignored in the West, they are today widely
known, and with them, or agree about what he meant (Vygotsky 1932. p.106).

Useful verbs and phrases for introducing direct quotes

- As Cottrell (2019, p. 9) **states/ believes/ suggests /indicates/ points out / observes/ explains/ argues/ outlines/ contradicts / proposes**, “.....”.
- For example, Cottrell (2019, p. 9) **has argued** that “.....”.
- According to Cottrell (2019, p. 9), “.....”.
- Cottrell (2019, p. 9) **suggests/ believes/ observes** that “.....”.

Providing a Citation...

Paraphrasing

A transformational experience

The experience of studying in Higher Education can be life-changing. Most graduates look back on this time with great fondness. In part, this is because of the unique opportunities it offers ...

★ to study interesting subjects

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Undertaking a course at university can have a profound impact upon a student's future (Cottrell, 2019).

Cottrell (2019) suggests that many individuals lives can be transformed significantly by undertaking study in college or university.

No need for quotation marks or page numbers!!

Where to put the brackets????

Sticking to our rule of 'only put in brackets what you would not read aloud'...

Check if the brackets are in the right place!

Undertaking a course at university can have a profound impact upon a student's future

Cottrell (1998) suggests that many individuals lives can be transformed significantly by undertaking study in college or university.

Providing a citation...

Paraphrasing – Top Tip

When paraphrasing do not use the word 'states'.

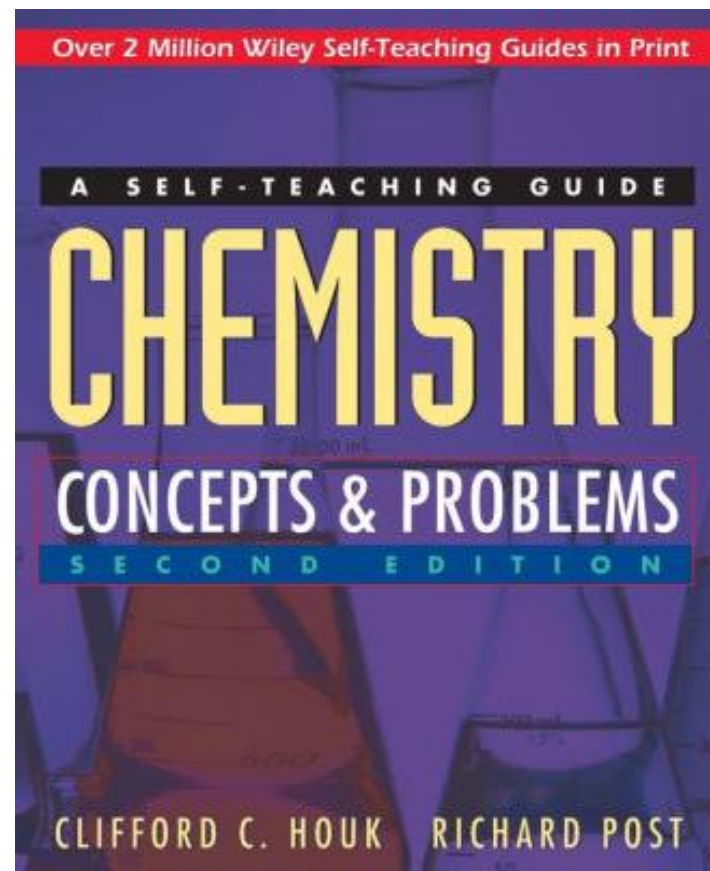
States means 'word for word', so not appropriate when paraphrasing...

Try something gentler, like suggests, indicates, proposes, advises, recommends...



Different Citations...

- 2 author's...
- (Houk and Post, 1996)
- Houk and Post (1996)

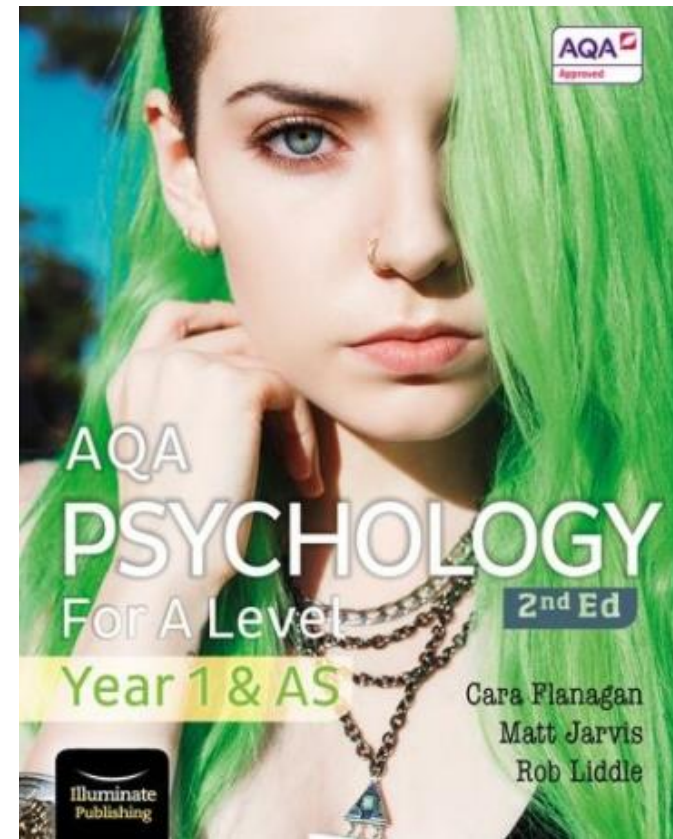


Different citations....

▣ 3 authors...

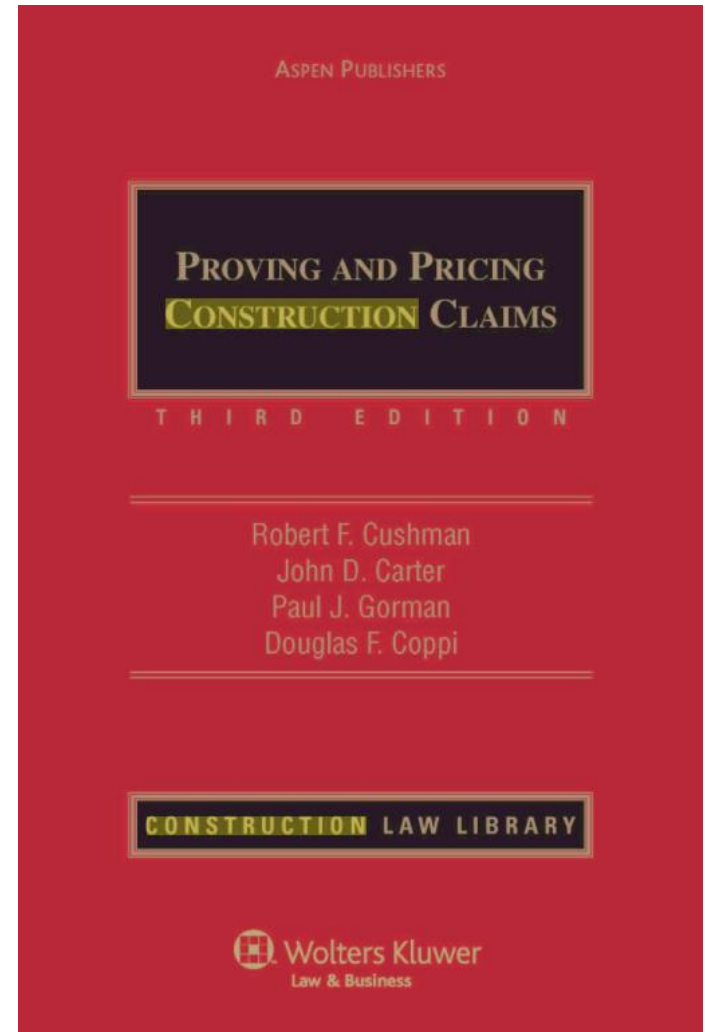
(Flanagan, Jarvis and Liddle, 2019)

Flanagan, Jarvis and Liddle (2019)



Different Citations....

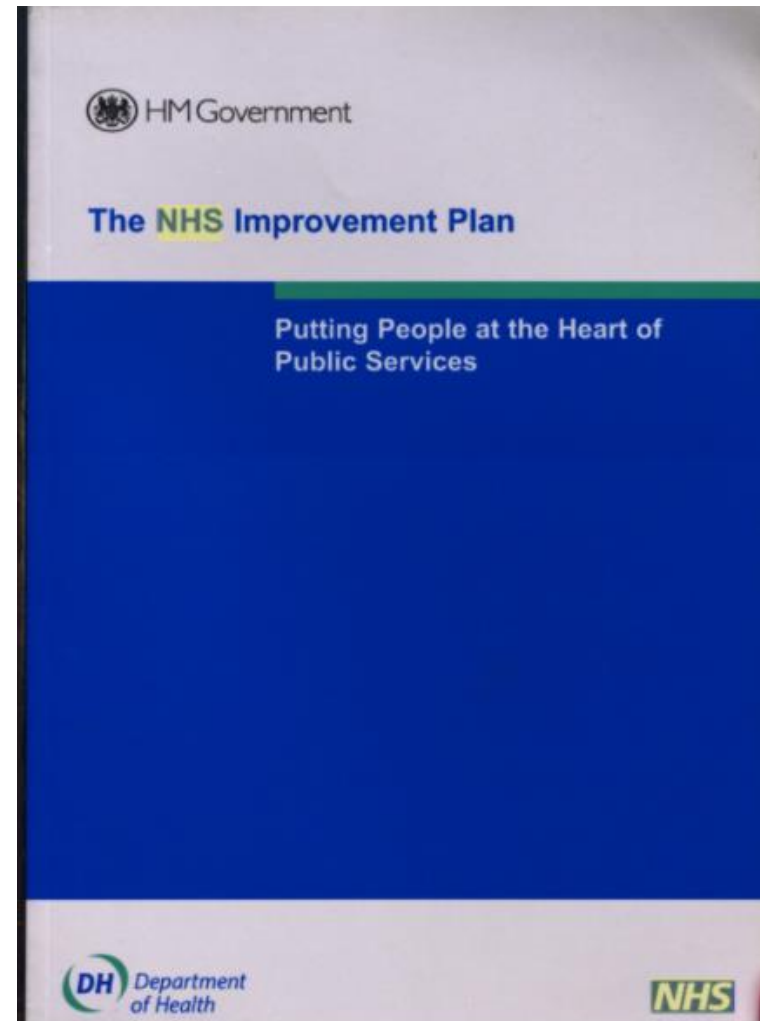
- ❑ 4 or more authors...
- ❑ (Cushman et al, 2001)
- ❑ Cushman et al (2001)



Different Citations...

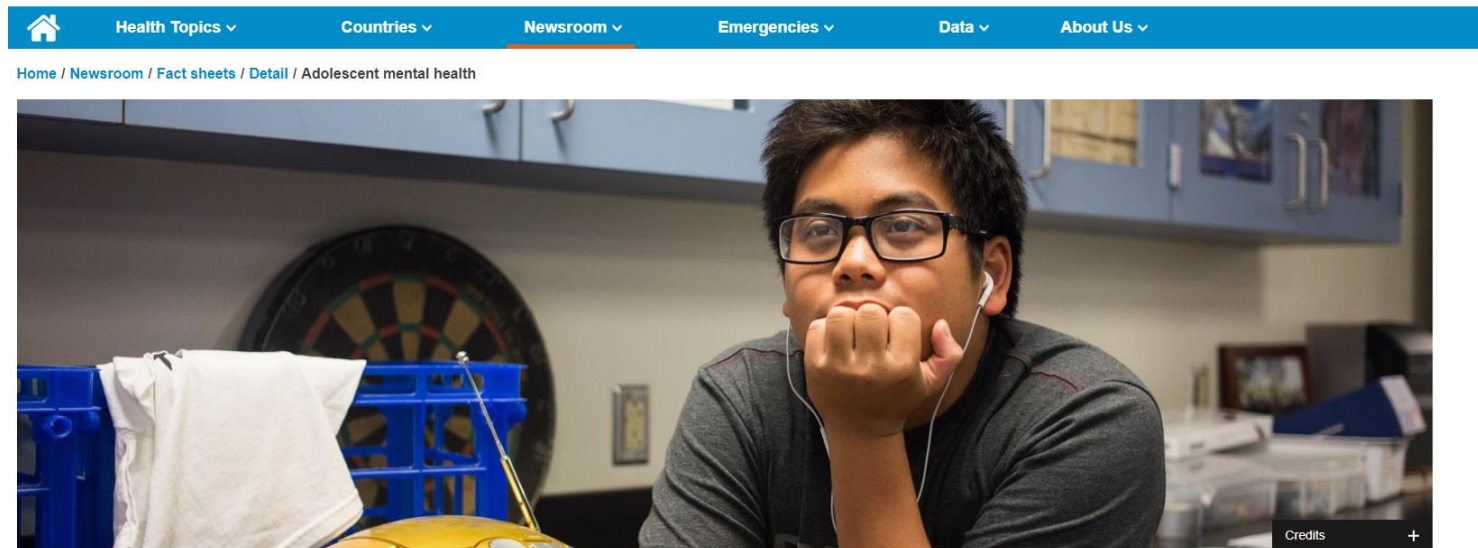
□ Organisation

(Department of Health, 2014)
Department of Health (2014)



Different Citations...

□ Website



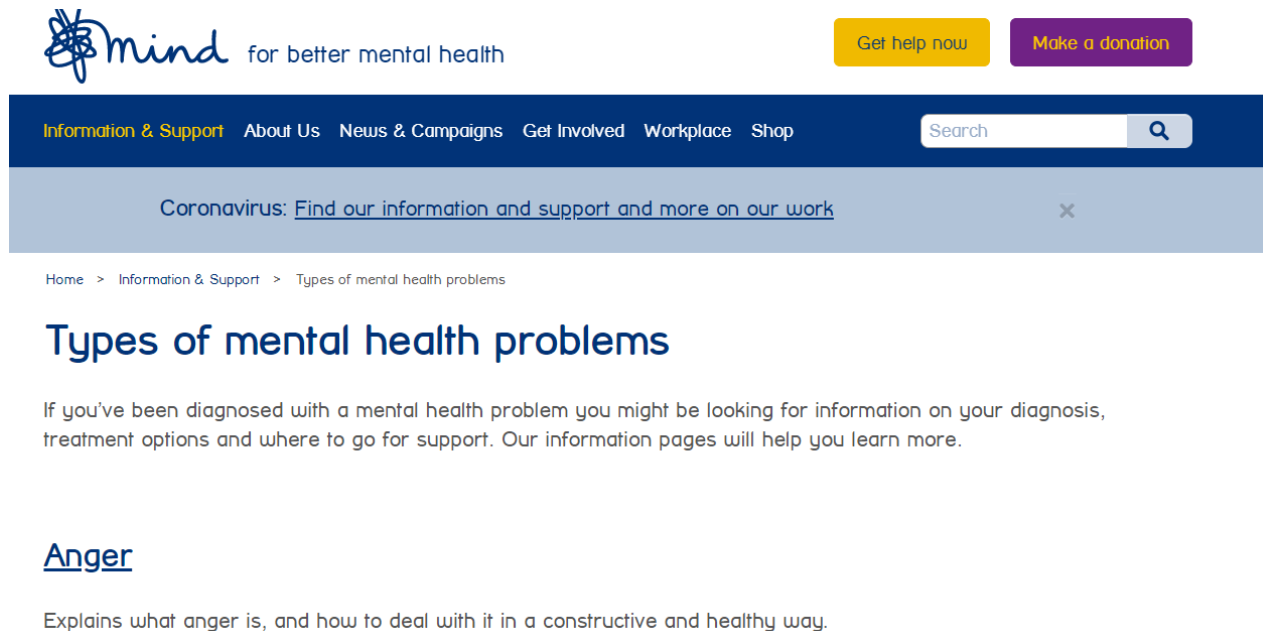
Adolescent mental health

العربية 中文 Français Русский Español

(World Health Organisation, 2020)
World Health Organisation (2020)

Different Citations....

□ Website... No date?

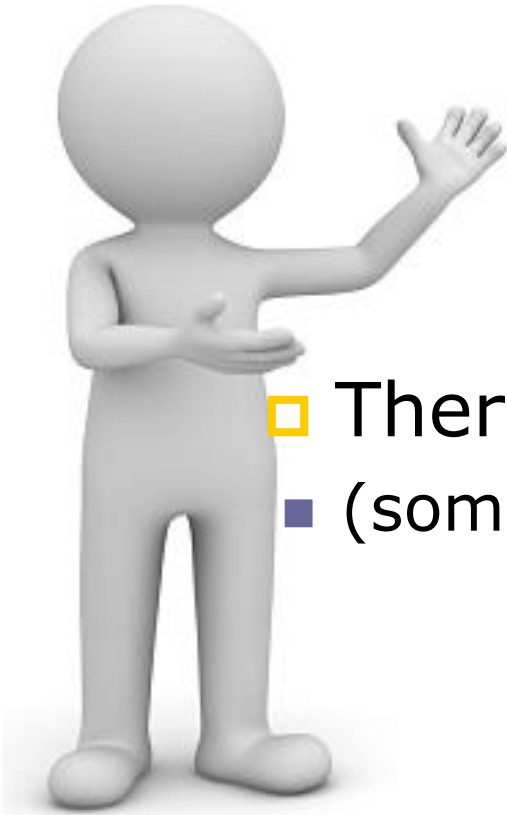


The screenshot shows the Mind website header with the logo and tagline 'for better mental health'. Navigation links include 'Information & Support', 'About Us', 'News & Campaigns', 'Get Involved', 'Workplace', and 'Shop'. A search bar is present. A banner for 'Coronavirus: Find our information and support and more on our work' is displayed. The breadcrumb trail reads 'Home > Information & Support > Types of mental health problems'. The main heading is 'Types of mental health problems'. The text states: 'If you've been diagnosed with a mental health problem you might be looking for information on your diagnosis, treatment options and where to go for support. Our information pages will help you learn more.' The subheading is 'Anger', and the text below it says: 'Explains what anger is, and how to deal with it in a constructive and healthy way.'

- (Mind, 2020)
- Mind (2020)

Citations...

Points to Remember...



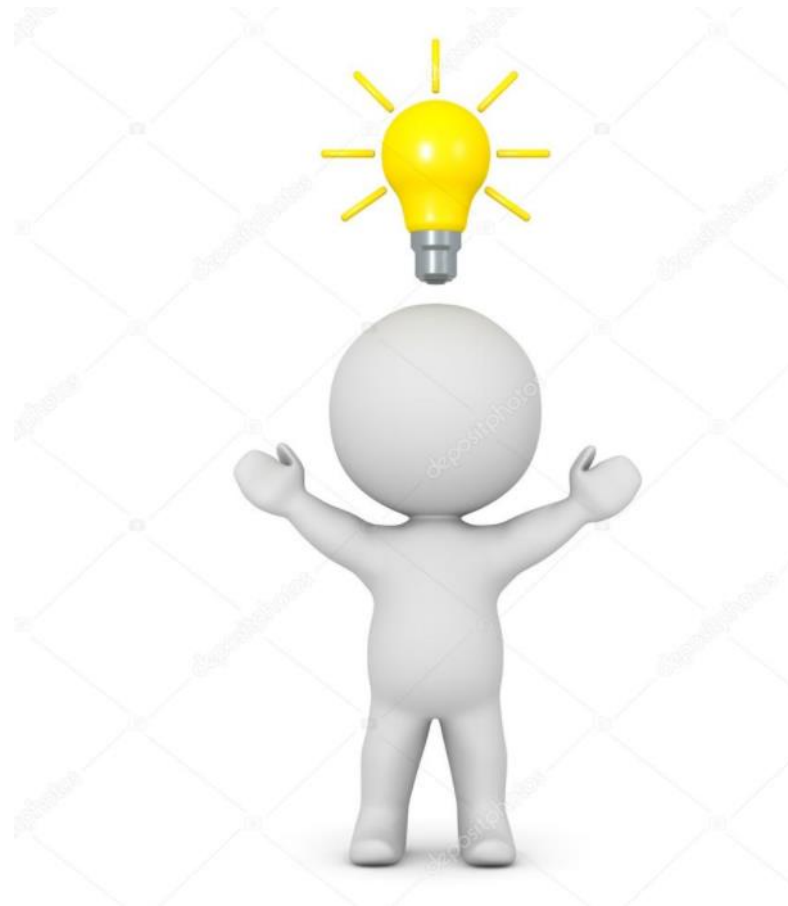
- There is always an author
 - (may be an organisation)

- There is always a year of publication
 - (some websites are continuously updated)

- If in doubt... Don't use it!

Don't Forget....

You cite when you write



Time for a break....?



References or Bibliography – what's the difference?

- **Reference list** – a single alphabetical list by author, of everything you have 'made reference to' in your assignment.
(Requirement for all University assignments)
- **Bibliography** – a list of sources you have read, found interesting but **not** specifically mentioned in your assignment. (Not required, but may occasionally be asked for)

Referencing Different Sources

- Books
- Journal Articles/magazines
- Web Sources
- Chapters within books

They are all referenced in slightly different ways....

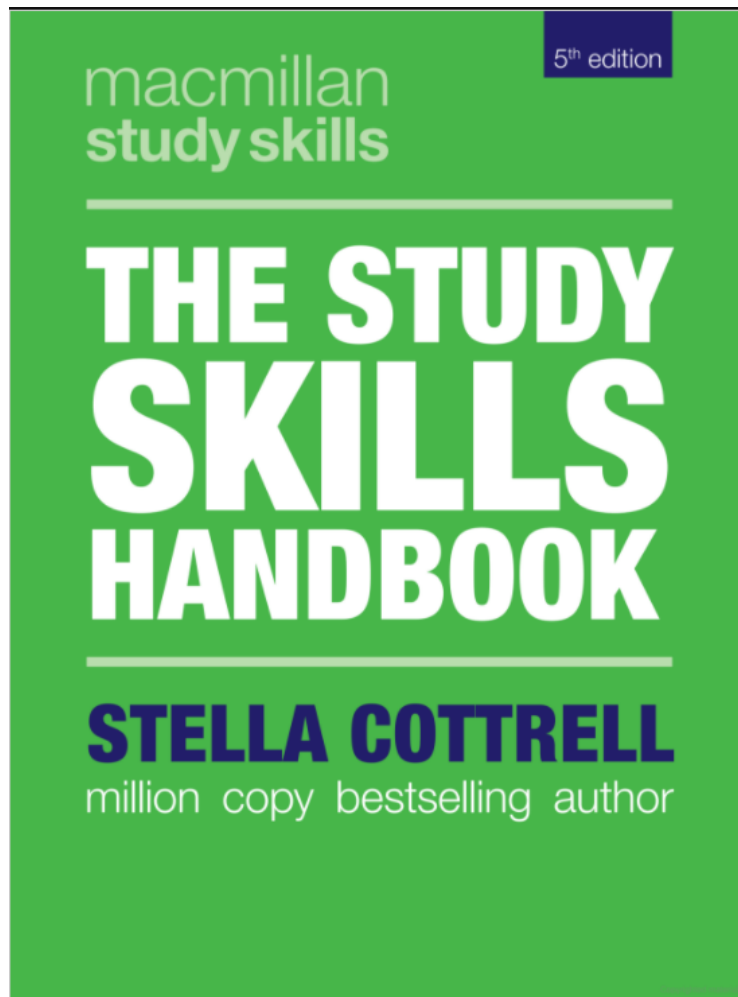
It's important to know the differences.



What information do I need to include to reference a book?

- Names of the Authors
- (Year published)
- *Full title*
- Edition (if applicable)
- Where it was published (**Town or City**)
- Publisher

Referencing a book...



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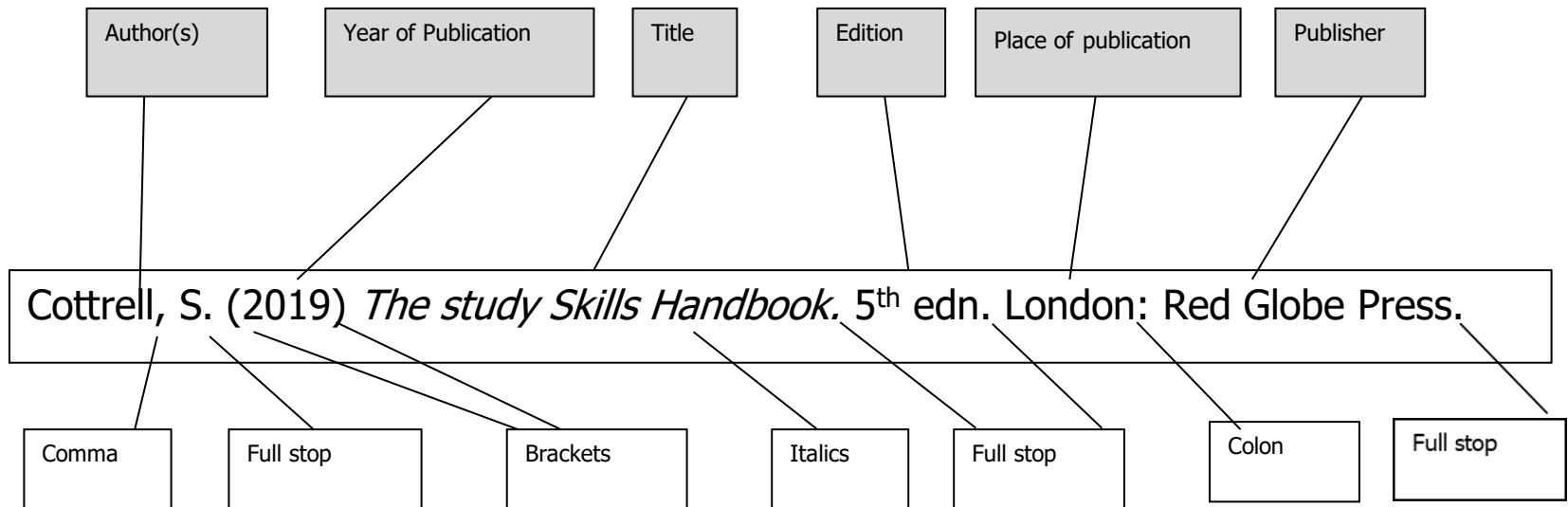
Self-evaluations, checklists, planners and record sheets may be photocopied by individual students for their personal use only.

Referencing books

Using the title page and the first page, note the:

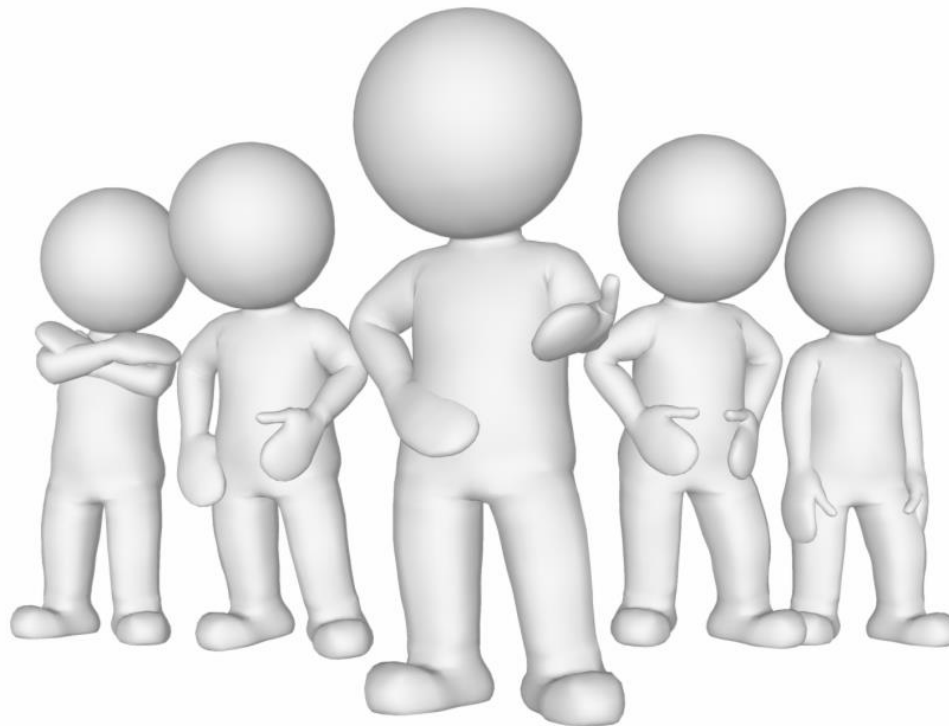
- Author(s) -
- (Year of Publication)
- *Title* -
- Edition (if not the first) -
- Place of publication -
- Publisher -

Book Reference Example

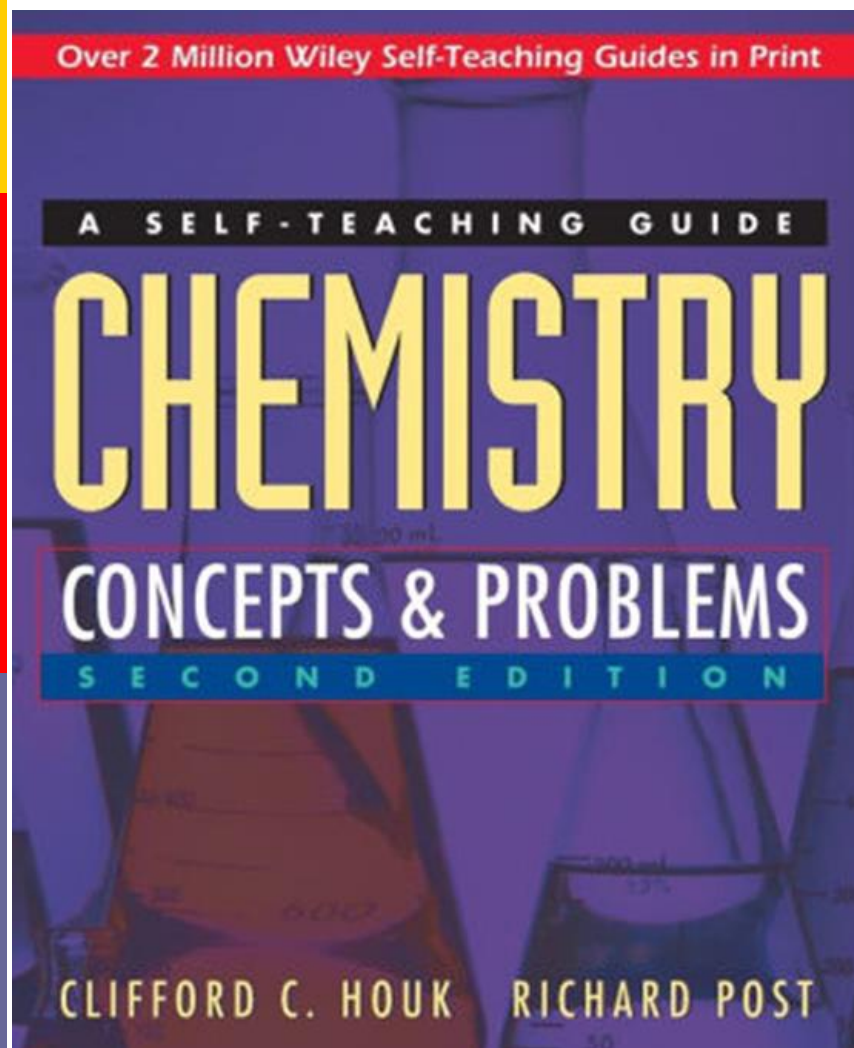


Multiple / Different Authors...

In referencing the same principles for each type of source apply no matter the authors



Lets try together...



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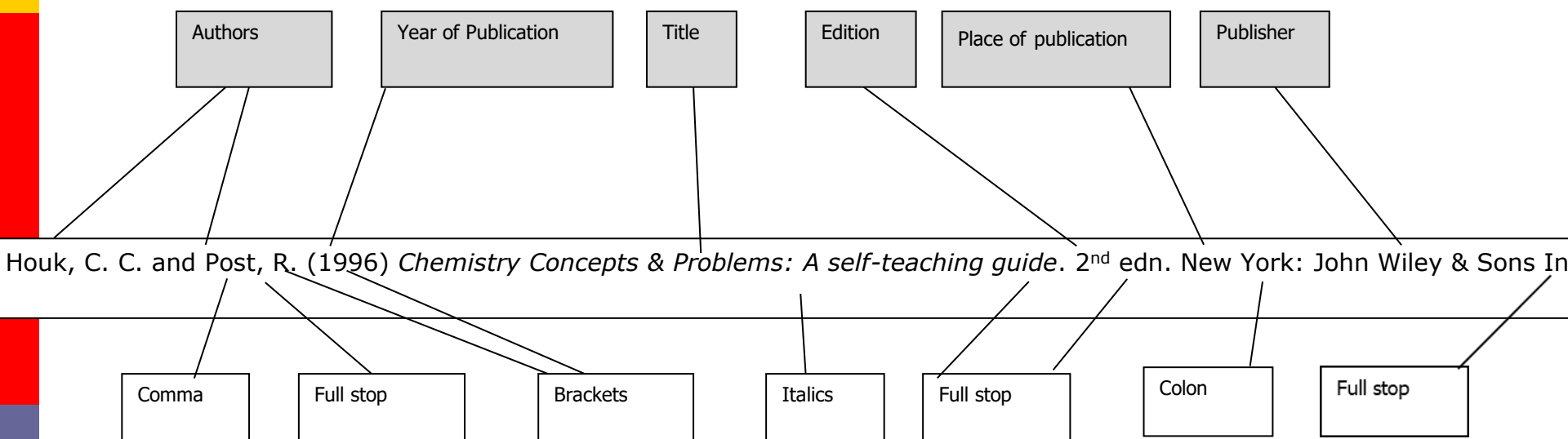
New York • Chichester • Brisbane • Toronto • Singapore

Printed in the United States of America

2 Authors

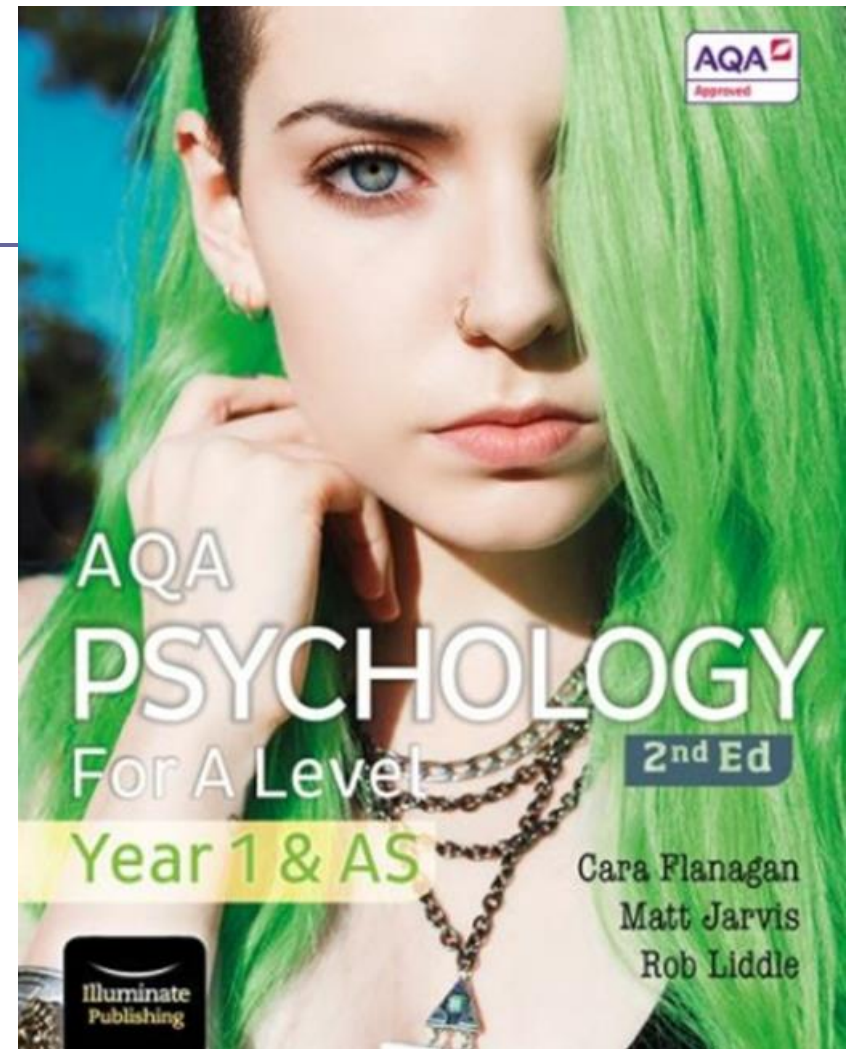
- Author(s) –
- Year of Publication –
- Title –
- Edition (if not the first) –
- Place of publication –
- Publisher –

Book Reference (2 Authors) Example



3 Authors

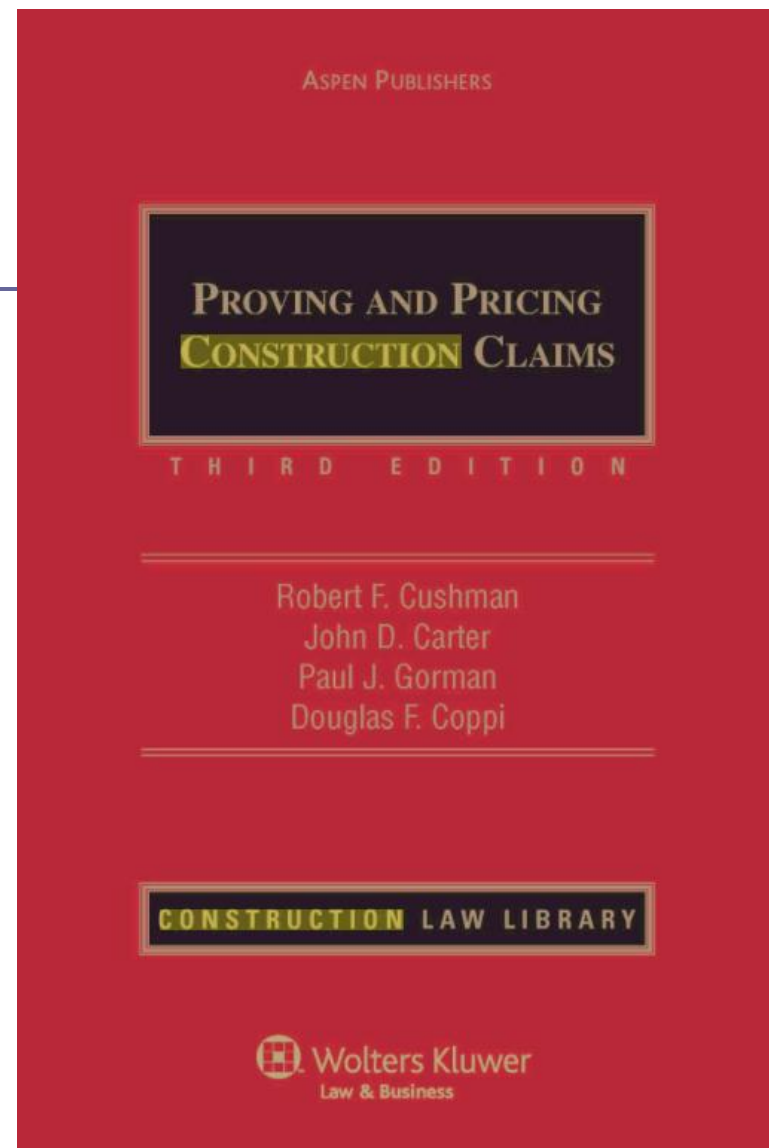
(Flanagan, Jarvis and Liddle, 2019)



Flanagan, C., Jarvis, M. and Liddle, R. (2019) *AQA Psychology for A Level: Year 1 & AS*. 2nd edn. Cheltenham: Illuminate Publishing.

4 or More Authors

(Cushman et al, 2001)



Cushman, R. F., Carter, J. D., Gorman, P. J. and Coppi, D. F. (2001)
Proving and Pricing Construction Claims. 3rd edn. Aspen: Aspen
Publishers

Chapter in an Edited Book

- Author(s) of Chapter - Mears, M.
- Year of Publication of book (in brackets) - 2013
- Title of Chapter (in inverted commas) – ‘The Social Context of Health and Social Care’
- Editors - Brotherton, G. and Parker, S. (Eds)
- Title of book (in italics) - *Your Foundation in Health and Social Care*
- Edition (if not the first) - 2nd edn
- Place of publication - London
- Publisher – Sage
- **Citation - Mears (2013) or (Mears, 2013)**

Mears, M. (2013) ‘The Social Context of Health and Social Care’, in Brotherton, G. and Parker, S. (Eds.) *Your Foundation in Health and Social Care*. 2nd edn. London: Sage.

Multiple works by Same Author

□ Different years

- McNamara, B. M. (2012) *Education for Life*. Maidenhead: Riverstory.
- McNamara, B. M. (2017) *Lifelong Learning*. Maidenhead: Riverstory.

□ Same year

- Phelps, P. J. (2016a) *Healthy Learning*. Edinburgh: Castle Books.
- Phelps, P. J. (2016b) *Nutrition in the Early Years*. Edinburgh: Castle Books.

(Phelps, 2016a) (Phelps, 2016b)

Referencing Journal/Magazine Articles

- Author
- (Year of publication)
- 'Title of article'
- *Name of journal*
- Volume number – if present
- (Part/issue number) – if present
- Page number(s)

--

From the list of requirements, try looking at the journal article on the next page and see if you can work out what the citation and reference would be!



Childhood growth, schooling, and cognitive development: further evidence from the Young Lives study

Günther Fink , Peter C Rockers [Author Notes](#)

The American Journal of Clinical Nutrition, Volume 100, Issue 1, July 2014, Pages 182–188,
<https://doi.org/10.3945/ajcn.113.080960>

Published: 07 May 2014 **Article history** ▼



PDF



Split View



Cite



Permissions



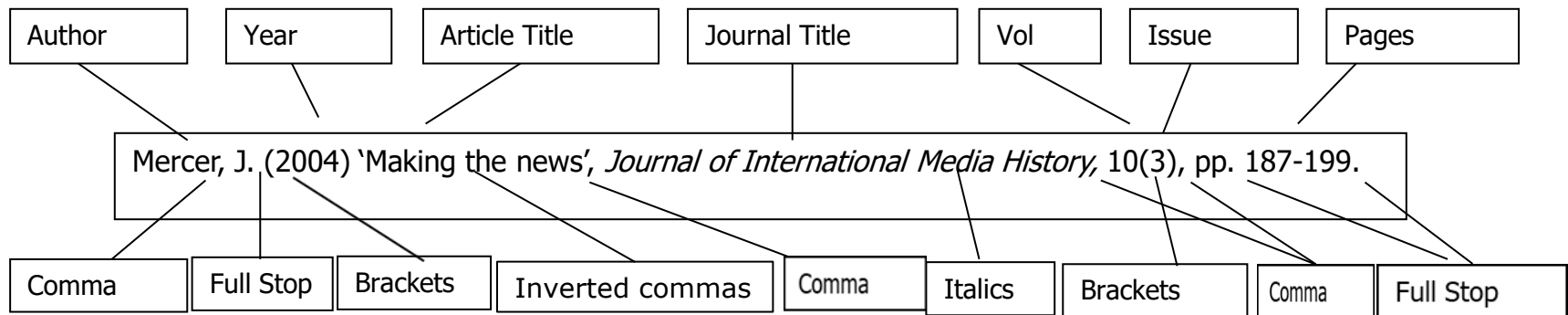
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ABSTRACT

Background: A growing literature has linked early childhood growth to later-life cognition and schooling outcomes in developing countries. Although existing evidence suggests that children's ability to recover from early growth delays in later childhood is limited, longitudinal studies on the persistence and risk of growth faltering beyond age 5 y remain scarce.

Fink, G. and Rockers, P. C. (2014) 'Childhood growth, schooling, and cognitive development: further evidence from the Young Lives Study', *The American Journal of Clinical Nutrition*, 100(1), pp.182 – 188.

Journal Referencing Example



Referencing a Web Site

- Author/editor/organisation
- (Year written or updated)
- *Title of page accessed*
- URL - web page address
- (Accessed on date)

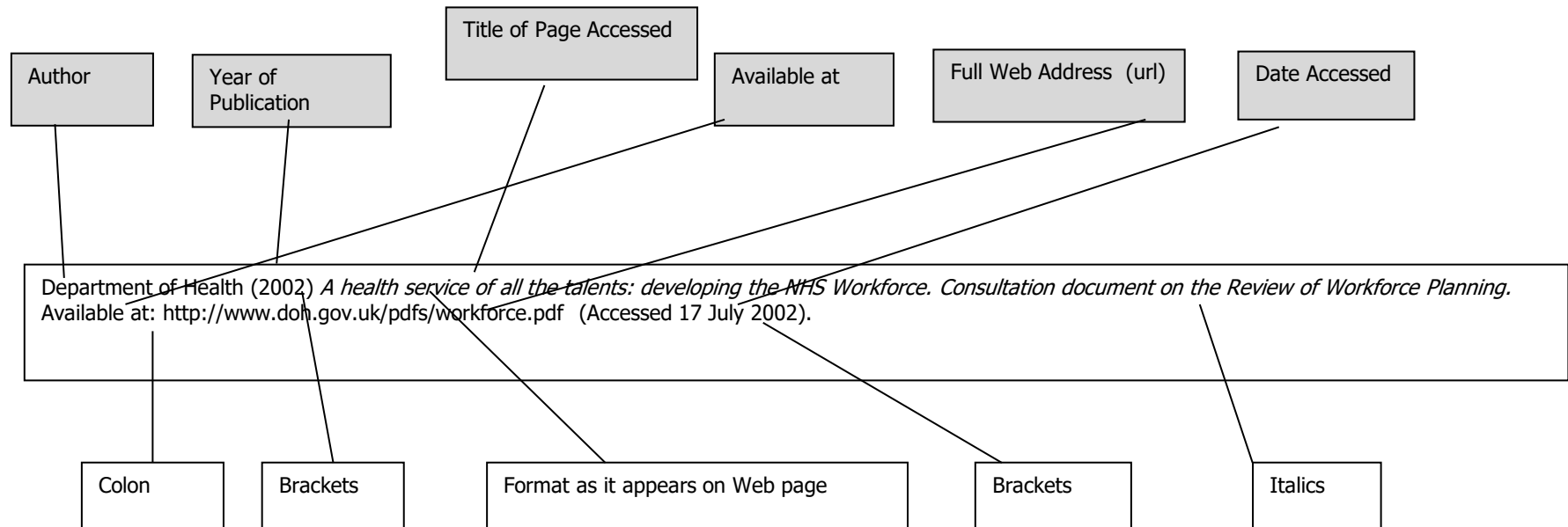
From the list of requirements, try looking at the website on the next page and see if you can work out what the citation and reference would be!





Nursing & Midwifery Council (2020) *Our role in education*. Available at: <https://www.nmc.org.uk/education/our-role-in-education/> (Accessed on 11 October 2020).

Web Referencing Example

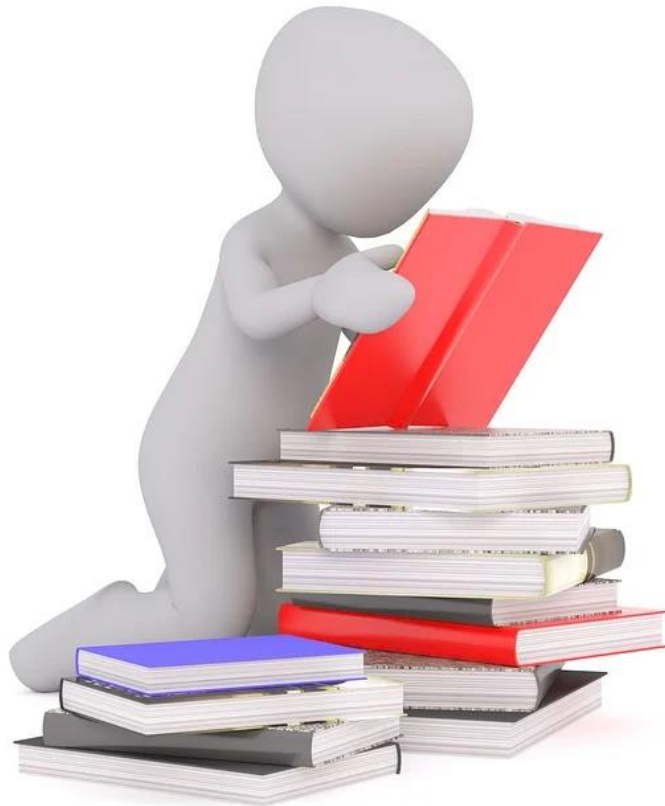


Citation - Department of Health (DoH) (2002)

Examples of web sources to avoid

- ❑ psychology.about.com
 - ❑ simplypsychology.org
 - ❑ www.ehow.com
 - ❑ Wikipedia
-
- ❑ Make sure web sources used are relevant to the UK/Wales
-
- ❑ Avoid using Anonymous or Anon when referencing – there is ALWAYS an author.

Presentation of Reference List



When using the HRS all references...

- Must be in the same font size
- Must be in alphabetical order
- Must correspond with a citation within the main body
- Must be on a separate page from your assignment



The following reference list consists of all the references we have used in this PowerPoint and is an example of how a properly constructed reference list should look

Reference List

Cottrell, S. (2019) *The Study Skills Handbook*. 5th edn. London: Red Globe Press.

Cushman, R. F., Carter, J. D., Gorman, P. J. and Coppi, D. F. (2001) *Proving and Pricing Construction Claims*. 3rd edn. Aspen: Aspen Publishers.

Department of Health (2002) *A health service of all the talents: developing the NHS Workforce. Consultation document on the Review of Workforce Planning*. Available at: <http://www.doh.gov.uk/pdfs/workforce.pdf> (Accessed 17 July 2002).

Fink, G. and Rockers, P. C. (2014) 'Childhood growth, schooling, and cognitive development: further evidence from the Young Lives Study', *The American Journal of Clinical Nutrition*, 100(1), pp.182 – 188.

Flanagan, C., Jarvis, M. and Liddle, R. (2019) *AQA Psychology for A Level: Year 1 & AS*. 2nd edn. Cheltenham: Illuminate Publishing.

Houk, C. C. and Post, R. (1996) *Chemistry Concepts & Problems: A self-teaching guide*. 2nd edn. New York: John Wiley & Sons Inc.

McNamara, B. M. (2012) *Education for Life*. Maidenhead: Riverstory.

McNamara, B. M. (2017) *Lifelong Learning*. Maidenhead: Riverstory.

Mears, M. (2013) 'The Social Context of Health and Social Care', in Brotherton, G. and Parker, S. (Eds.) *Your Foundation in Health and Social Care*. (2nd Ed.) London: Sage.

Mercer, J. (2004) 'Making the news', *Journal of International Media History*, 10(3), pp. 187-199.

Nursing & Midwifery Council (2020) *Our role in education*. Available at: <https://www.nmc.org.uk/education/our-role-in-education/> (Accessed on 11 October 2020).

Phelps, P. J. (2016a) *Healthy Learning*. Edinburgh: Castle Books.

Phelps, P. J. (2016b) *Nutrition in the Early Years*. Edinburgh: Castle Books.

Top Tips...

- Create your reference list as you go along.
- Jot down the websites as you go in to them – one click and the webpage you are on may be lost forever
- Once finished proof read for any errors
- Check your citations correspond to your reference list entries
- Most importantly....



...Stay Calm!!!!



You are now ready to tackle Referencing Activities 1, 2 & 3 on your Moodle page!!

