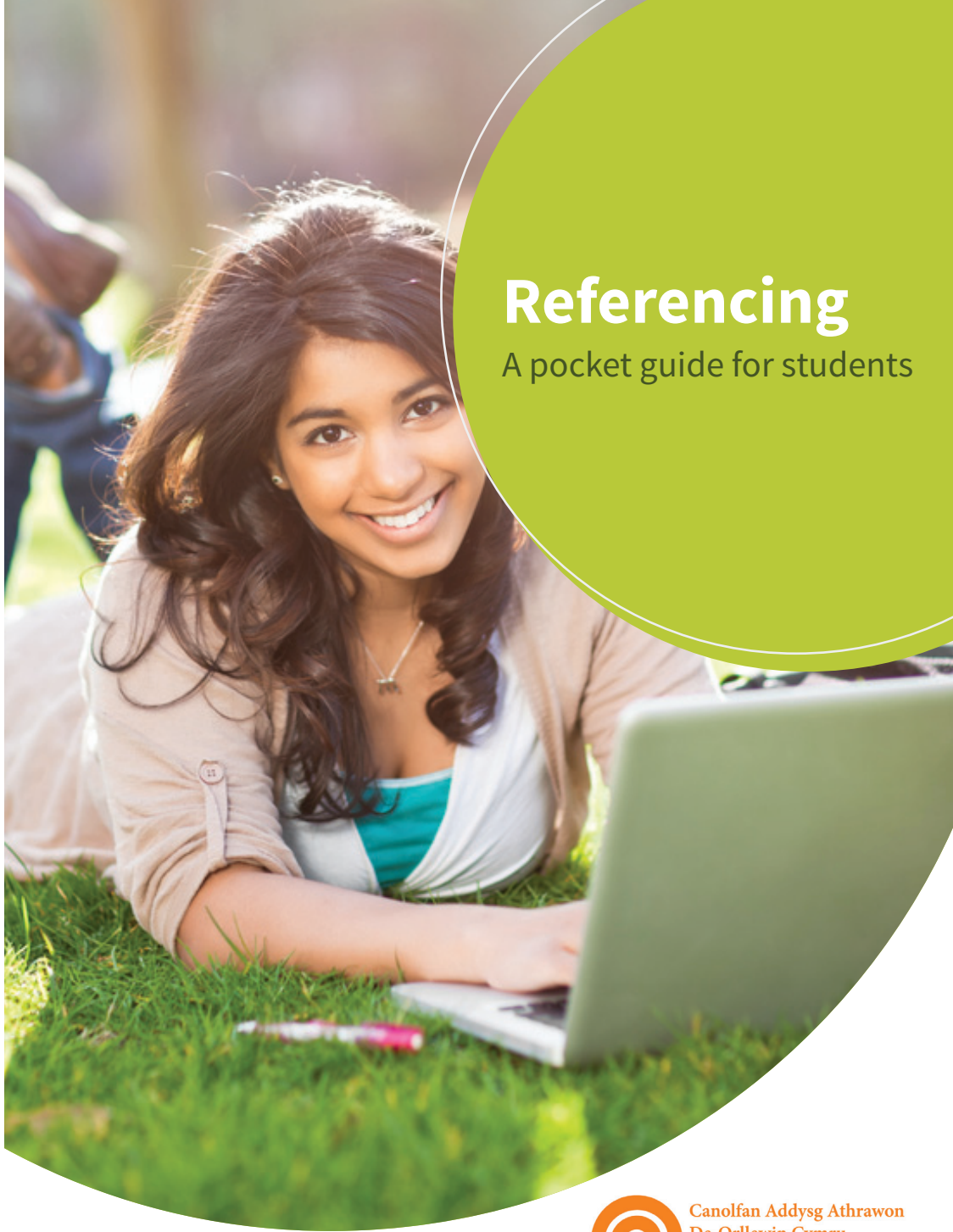




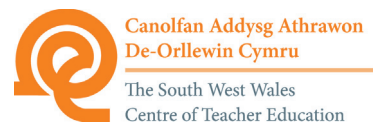
Referencing

A pocket guide for students



Canolfan Addysg Athrawon
De-Orllewin Cymru

The South West Wales
Centre of Teacher Education



Content

1	Introduction	6
2	Citing Authors in Assignment Text	11
3	Different ways you use referencing in your work	20
4	Reference List and Bibliography	26
	4.1 Referencing Books	28
	4.2 Referencing Electronic Books	33
	4.3 Referencing Journal Articles	35
	4.4 Referencing Electronic Journals	38
	4.5 Referencing Websites	39
	4.6 Publications by governments and other organisations	45
	4.7 Referencing Newspapers	48
	4.8 Referencing Television / Radio Programmes	49
	4.9 Referencing Film /Video or DVD	51
	4.10 Conference Papers and Presentations	53
	4.11 E-mail	55
5	Reference List/Bibliography – an example	62
6	Conclusion	63

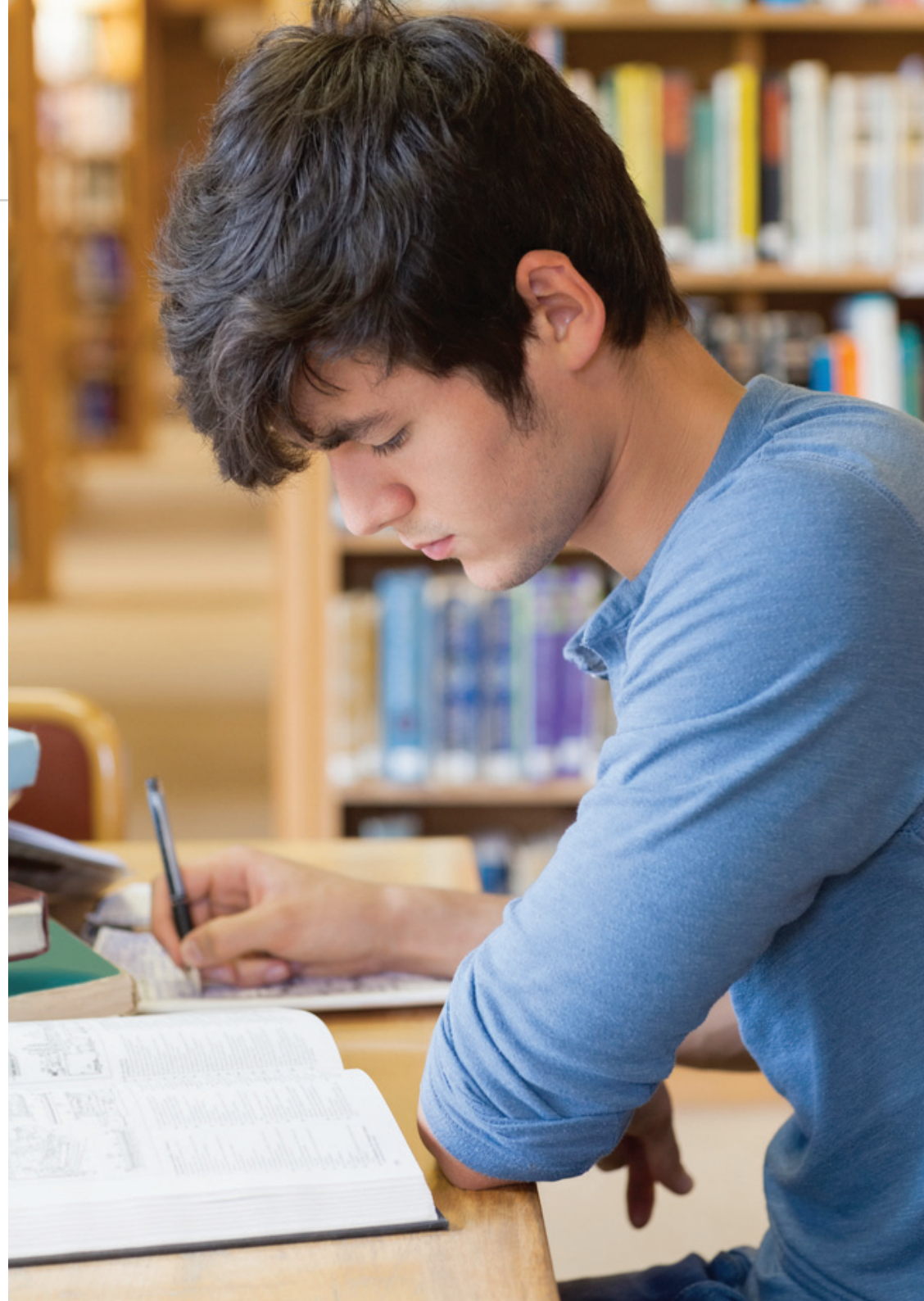
Introduction

Academics are expected to be honest and generous enough to reveal their sources. There are a number of standard ways of explaining who said what, where and when. The following guidance has been created to help you to understand and to use **Harvard Referencing System** correctly.

Aims of guidance

To provide you with:

- examples of how to cite authors correctly in your writing
- examples of how to place direct quotes in your work
- examples of how to paraphrase
- examples of how to produce a reference list/bibliography at the end of your work
- advice on how to set out your reference list/bibliography
- an example reference list/bibliography



This guidance is very important and should be used when writing any piece of work in order to ensure you are referencing correctly.

What do we mean by referencing?

Referencing (or citing) means you have acknowledged that you have taken ideas or words from an article or book you have read, a CD you have listened to, a DVD you have watched or any other source including the internet. It is essential that any information you have used is referenced correctly. Failure to reference means your work could be considered to be **plagiarised** - the equivalent of **cheating**. This is a very serious offence, which is not acceptable in the University.

Referencing provides evidence that you have undertaken your own research. This cannot be achieved by simply using class notes and hand out information to complete your assignments.

The whole process of referencing involves you maintaining a detailed account of every piece of information you use. It is very frustrating to find a useful article or document and then be unable to locate it again if needed because you have not kept an accurate record of its source.



It is also important that you cite your references correctly to demonstrate that you have read a broad, rich and relevant range of material. Remember that every author has his or her own perspective, and so you should read widely to ensure balance. Make every effort to read up-to-date material and ensure your references reflect this.

What is the difference between a citation and reference?

- a *citation* occurs when you use a specific source in your work and then follow up with the proper bibliographic information; plagiarism issues arise when you use a specific source, but **fail to indicate what you have borrowed**, and/or **fail to provide proper bibliographic information**.
- a *reference* is the bibliographic information that guides readers to your source.

Taken from 'What is the difference between documentation, citation and referencing?' Available at <http://plagiarism.arts.cornell.edu/tutorial/logistics3.cfm> [Accessed 13th September 2013]

There are many different styles of referencing. You must ensure that you use the HARVARD style when writing assignments for the South West Wales Centre of Teacher Education. It is important that in any piece of writing you maintain a consistent style throughout.



02

Citing Authors in Assignment Text

Citing ONE author

Citing authors directly in your text

You may want to refer to an author directly by stating that they said or indicated something specific.

For example:

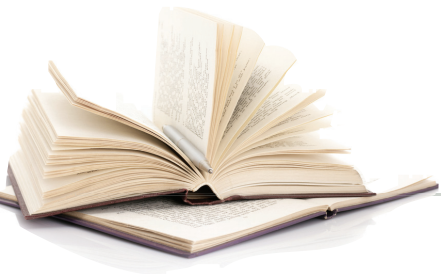
Knight (2009) suggests that outdoor play provides children with important social skills.

Outdoor play provides several important social skills. This view is supported by Jones (2008).

Note here the date is in brackets after the author name.

Citing authors indirectly in the text

This is when you make a statement and then cite a reference as evidence.

**For example:**

Outdoor play provides children with several important social skills (Jones, 2008).

Here the author and date are all in brackets after the statement being made.

Citing TWO authors**Citing more than one author directly in the text****For example:**

Jarvis (2009) and Waite (2011) suggest outdoor play provides.....

This view is supported by Jarvis (2009) and Waite (2011)...

Citing more than one author indirectly in the text**For example:**

Several authors suggest that outdoor learning supports social development (Jarvis, 2009; Knight, 2010; Waite, 2011).

Remember if you indicated something is a widely held view or that several authors have suggested a point of view then you should cite several authors.

Two authors for the same work

When there are two authors for a work they should both be noted in the text:

For example:**Citing authors directly in the text**

Davies and Knight (2010) in their recent research paper found that.....

Research by Davies and Evans (2008) suggests that

Citing authors indirectly in the text

Recent research demonstrates that outdoor learning promotes children's social and emotional skills (Knight and Waite, 2011).

Citing more than two authors

More than two authors for the same work

Where there are several authors' names on a source (more than two), only the first author needs to be referenced in the text followed by '*et al.*' meaning 'and others':



For example:

Citing authors directly in the text

Hoodless *et al.* (2010) found that the

Citing authors indirectly in the text

Recent research has found that (Cooper *et al.*, 2009)

Citing SEVERAL WORKS by ONE author

Several works by one author in different years

If more than one publication from an author illustrates the same point, and the works are published in different years, then the references should be cited in chronological order (the earliest first).

For example:

Citing authors directly in the text

As suggested by Hoodless (2008, 2009) enquiry-based learning promotes and develops children's historical skills.



Citing authors indirectly in the text

Enquiry-based learning promotes and develops children's historical skills (Hoodless 2008, 2009).

Sometimes the same author or group of people have published more than one article in the same year.

When citing several pieces of work published by the same author in the same year they need to be differentiated by including a lower case letter after the year for each publication.

For example:

Although research by Cooper (2008a) found that literacy was included in the teaching of history in the primary curriculum recent research has indicated that there is need to increase the number of oral and written sources used (Cooper, 2008b).

When several works are published in the same year and are referred to on one occasion or the same author or group of authors have made the same key points in several publications they can all be cited by including a lower case letter after the year of publication.

For example:

Hoodless (2008a, b, c) has stated on several occasions that humanities provide a wide range of opportunities to develop a listening classroom

Secondary citation

Several textbooks use examples from other sources. For example if you have read about Vygotsky it is likely that you have read accounts of his work from text books or articles rather than from his original writing.

You should make this clear in your text:

For example:

Citing directly

Vygotsky (1978 cited in Daniels, 2005: 56) discussed the Zone of Proximal Development.

or

Citing Indirectly

Discussion of learning and development is highlighted by the Zone of Proximal Development theory (Vygotsky 1978 cited in Daniels, 2005: 56).

You then only cite the book you actually read in the Reference List/Bibliography:

Daniels, H. (ed) (2005) *An Introduction to Vygotsky*. London: Routledge.



Date unknown

Rarely there may be a piece of information which does not have a date. In such cases you indicate this by replacing the date with date unknown/no date.

Citing authors directly in the text

Davies (date unknown/no date) has demonstrated.....

Citing authors indirectly in the text

Innovative research (Lewis, date unknown/no date) demonstrated that.....

References such as these should be used very rarely.

Every effort should be made to find the year of publication when using the information in an assignment.



Page Numbers

Using Page Numbers

The general rule here is:

- you must always use page numbers when referring to direct quotes (see section 3).
- if you paraphrase a specific idea or issue that is found on a page or section of a book or article then this can also be given a page number(s).

Page numbers are not always necessary when you paraphrase broad ideas especially when these ideas are at the heart of an author's theory or work or are overriding points that an author repeats throughout their book or article.

The format is as follows when citing page numbers.

Citing authors directly in the text

Bruner (1966: 125) stated that.....

Citing authors indirectly in the text

Meaningful talk, using open-ended questions can support and extend child-initiated learning (Waite, 2011: 125).

125 refers to the page number.

*Different ways you may use
referencing in your work*



Quotations

Direct Quotes

Sometimes a piece of information is so clear and useful in the context of your assignment that you wish to quote it directly. For example, something you have read which you wish to place **word for word** in your essay. This is a direct quote and you must demonstrate that it is a direct quote in your essay. Direct quotes should be used sparingly and for emphasis. An essay, which is one long quote after another is a weak essay and it does not allow you to demonstrate analysis and evaluation skills. It suggests you are unable to make sense of the work yourself. Use quotes with meaning and that support the arguments and issues you are trying to make in your essay. They are evidence for the ideas you have discussed in your assignments.

As a general rule more than two quotes on any page of an assignment.

When referencing quotes in the text of an assignment.

All quotes need the:

- author surname
- date of publication
- page the quote was found in the book or other source
- quote itself in single quotation marks

Short quotes (up to approximately 30 words)

For example:

Knight (2010: 36) suggests that a 'child responds positively to outdoor experience' and therefore should be encouraged to engage in outdoor activity.

Long Quotes (more than approximately 30 words)

Outdoor experiences provide young children with opportunities to improve their physical, social and cognitive skills. As Knight (2010) states:

The outdoors provides an unrivalled activity centre, where children can run, jump, climb, learn to play with friends and carers and learn about nature. They can feel the different elements, engage all their senses and most importantly have fun and exercise.

(Knight, 2010: 25).

Note the quote is placed away from the main essay text and is indented on each side. The long quote, unlike most of your essay, should be single spaced. Long quotes do not therefore need to use quotation marks.

Don't forget!

Quotes should be meaningful and add to the points being made. Do not use quotes just for the sake of reaching your word limit or because you think you have to.

Paraphrasing

This is what you often do in essays and other assignment work when you take the ideas and principles you have read and listened to and put them **into your own words**. It is a widely held misconception that only direct quotes need to be referenced. **This is not the case.** Any ideas, theories, opinions or any other information taken from elsewhere must be referenced correctly. The art of writing a good essay is to be able to use your own academic style to weave together other authors' ideas and research results. **However you must cite all the authors that have provided you with this knowledge,** as you did not come up with the theories or research cited. In fact you must use other people's research as a means to underpin the issues you discuss in an essay or other assignments. [see section 2]

For example you may read and be very familiar with Piaget and Vygotsky but you must always cite correctly where you read about their ideas. This is the nature of academic work where academics are courteous to each other and should never present someone else's ideas as their own.

An example of a section of text which is paraphrasing:

Bilton (2010) highlights the importance of outdoor learning and suggests that children require opportunities to engage with nature as a means to improve their emotional and physical development. Other studies also highlight the importance of outdoor activities including Forest School initiatives (Knight, 2008; Waite, 2010), outdoor learning experiences (WAG, 2008a, b, c) and environmental education programmes (Wood and Jones, 1999; Kaplan and Kaplan, 2002). Statistics cited in research undertaken on behalf of the Forestry Commission (Williams, 2009) suggest that 30% of young children are not engaging with the natural environment more than once a week.





Reference List and Bibliography

Citations are of no value without a reference list or bibliography at the end of your assignment, providing a full set of details about each source you have cited.

A **Reference List** is a list of the information you have used in your essay and every author cited must correspond exactly to the list of sources in your list at the end of your assignment.

A **Bibliography** is a list of every piece of information you have used even if does not appear in your assignment text.

Please ensure that you follow the guidance in the module handbook regarding whether you should use a reference list or a bibliography for your submission. Ensure you know this before you start writing!

Compiling a Reference List/Bibliography

How to find the information you need to compile a Reference List

The information required will appear on the book, article, video, newspaper, DVD, or other source you use. You must ensure you find all the information



required to produce a proper Reference List/Bibliography. Therefore while writing your assignments it is a good idea to:

- keep a note book, index cards, online referencing tool or electronic document where each time you use any information you note down the reference details in full. If you do this you will not be able to lose important material and can find it easily again if you need to;
- type your reference list/bibliography for each assignment as you go along. Do not leave the typing of the reference list/bibliography until the last minute as this is when errors and omissions creep into the work.

The next section will explain how to set out a Reference List/Bibliography correctly and the format required. **The use of punctuation and brackets when producing a reference list is very important.** You may lose marks for poor presentation which does not follow this guidance accurately.

Whatever the source of material you use it is conventional for the author (be it a person(s) or organisation) and date to be placed in the text and for the full reference to be placed in the Reference List/Bibliography. **You do not need the title of books in the main body of your assignment, put these in your Reference List or Bibliography.**

4.1 Referencing Books

Referencing Books

Format to follow:

Surname

Comma after surname

Initial(s)

Full stop after initial

Year of publication (in round brackets)

Edition (followed by a full stop) - only include this if not the first edition

Title of book in *italics* (followed by full stop)

Place of publication - this must be a town or city, not a country (followed by colon:)

Publishing company (in full) (followed by a full stop)

For example:

1 author

Knight, S. (2009) *Forest Schools and Outdoor Learning in the Early Years*. London: Sage Publications.



2 authors

Grigg, R. and Hughes, S. (2013) *Teaching Primary Humanities*. Harlow: Pearson Publications.

3 authors

Jarvis, P., Holford, J. and Griffin, C. (1998) *Theory and Practice of Learning*. London: Kogan Page.

As you add more authors the author before last has 'and' placed after the initial rather than a comma.

In text

Jarvis *et al.* (1998) highlights the importance of observing children and how these opportunities can allow child care practitioners to improve the learning experiences of young children.

In Reference List

Jarvis, P., Holford, J. and Griffin, C. (1998) *Theory and Practice of Learning*. London: Kogan Page.

Referencing Books with Editors

Books may sometimes be edited, which means that different authors have written different chapters in the book.

If a book has editor(s) you add (ed) or (eds) after the name(s).

For example:

Pugh, G. (ed) (1996) *Contemporary Issues in the Early Years*. London: National Children's Bureau.

Shonkoff, J. P. and Meisels, S. (eds) (2000) *Handbook of Early Childhood Intervention*. Cambridge: Cambridge University Press.

When using an edited book, if you have only used specific chapters these are what you reference in the Reference List/Bibliography.

For example:

Wolfendale, S. and Wooster, J. 'Meeting Special Needs in the Early Years', in G. Pugh (ed), (1996) *Contemporary Issues in the Early Years*. London: National Children's Bureau, pp.137-149.

Note that, in this instance, you give the page numbers of the chapter written by Wolfendale and Wooster.

In your essay text you would either cite directly Wolfendale and Wooster (1996) or indirectly (Wolfendale and Wooster, 1996).

Referencing Books with Different Editions

Popular books or books that are very useful are often republished and it is important you note which edition you have read:

For example:

When referencing a 2nd edition book.

Hoodless, P., McCreery, E., Bowen, P. and Bermingham, S. (2009) *Achieving QTS: Teaching Humanities in Primary Schools*. (2nd ed) Exeter: Learning Matters.

If it is a first edition book you do not add any information on the edition of the book.

4.2 Referencing Electronic Books

Electronic Books (E-books)

The format for referencing electronic books is similar to that of conventional books.

The author, date and page number (if appropriate) are placed in text in the same way as a conventional book.

For example:

(Dean, 2008: 56)

The Reference List citing for an electronic book follows the same format as any book but you record the date you accessed the book and the relevant URL website address details, as well as indicating the book is an e-book.

For example:

Dean, J. (2002) *Managing the Primary School: Educational Management Series*. London: Routledge, [e-book]. Available at <http://www.netLibrary.com/Reader> [Accessed: 7th June 2013].

Marshall, G. (1990) *In Praise of Sociology*. London: Unwin Hyman, [e-book]. Available at: http://www.swan.ac.uk/lis/information_gateway/ebooks/marshall/ [Accessed: 7th June 2013].





4.3 Referencing Journal Articles

Journals

Journals are publications that are published every week, month, quarter etc. They are academic and peer reviewed meaning that the work published in a journal has been judged and scrutinised by experts before being allowed to be included in the publication. These journals are sometimes referred to as periodicals.

Each journal usually has at least 6 different articles within it every time it is published. For example the Early Years journal may have 10 articles ranging from articles about language development to articles about special educational needs. Different researchers and experts in early years from around the UK and often the world will publish in this journal.

As a result you will often only use some of the articles you read in a particular journal rather than the whole journal. For example, if you are interested in bilingualism in young children then you would read articles from different journals which research this area.

Format to follow (print journals):

Author(s)

Comma after surname

Full stop after initial

Year of publication (in round brackets)

Name of article in single quotation marks (followed by a comma)

Name of journal in italics (followed by comma)

Volume number if given (followed by comma)

Issue Number if given (followed by comma)

Month or time of year if given (followed by comma)

Pages (followed by full stop)

The pages are noted by pp. and you indicate the first and last page of the article you used.

For example:

Barnes, L. P. (2010) 'World Religions and Northern Ireland Curriculum', *Journal of Beliefs and Values: Studies in Religion Education*, 23, 1, pp.19-32.

Somekh, B. and Davies, R. (1991) 'Towards a pedagogy

for information technology', *The Curriculum Journal*, 2, 2, pp.153-70.

The information you require will usually be found on the front page of the specific article you are using or in the header or footer of the article.

The author date and page (s) as necessary would go in your assignment text.

For example, in text:

Direct

Somekh and Davies (2010)

Indirect

(Somekh and Davies, 2010)



4.4 Referencing Electronic Journals

E-Journals

E-journals are referenced in the same way as conventional paper based journals but you add to the end of article details:

[Online]

Web address

Accessed Date

Sometimes in this type of article there will be no pages as they may not appear on the screen. If pages are indicated you must add them to your Reference List/Bibliography.

For example:

Jenkins, R. (1989) Clashing with caching. *Ariadne*, 21, 10th September, [Online]. Available at: <http://www.ariadne.ac.uk/issue21/web-cache/> [Accessed: 2nd December 2013].

Powers, D. E. and Kaufman, J.C. (2003) 'Do standardized tests penalize deep-thinking, creative, or conscientious students? Some personality correlates of Graduate Record Examinations test scores' *Intelligence*, 32, pp.145-153. [Online]. Available at: <http://www.sciencedirect.com/> [Accessed: 24th May 2013].

Conventionally you will use information from books, journal articles, e-books and e-journals. However there are other sources you may sometimes use. The next section provides some useful examples.

4.5 Referencing Websites

You should be cautious when using websites. Only use websites that your lecturers have advised you to use, or those that are likely to be reputable such as:

.ac.uk

.gov.uk

You should be very careful about using the Wikipedia site in your assignments, as its content is not always accurate. If in doubt ask your lecturer or consult the Learning Resource Centre to arrange an Information Skills consultation.

Referencing websites

Format to follow:

Author or organisation name

Year that the site was published/ last updated (in round brackets)

Title of article (in single quotation marks)

Available at: web address in full

Accessed on date [in Square brackets]

Example 1

If you wanted to reference the following site:

<http://webspace.ship.edu/cgboer/piaget.html> which included an article written by C.G. Boeree

In your essay text it would be:

Piaget studied genetic epistemology, which is the study of the development of knowledge (Boeree, 2006).

In your Reference List it would be:

Boeree, C.G. (2006) 'Personality Theories. Jean Piaget 1896-1980' Available at: <http://webpace.ship.edu/cgboer/piaget.html> [Accessed: 18th November 2013].

Example 2

When you cannot find an author use the organisation name.

If you wanted to reference the following BBC site:

<http://news.bbc.co.uk/1/hi/uk/7734576.stml>

in your essay text it would be:

Since the Baby P case there has been a need to change child protection policy (BBC, 2008).

In your Reference List it would be:

BBC (2008) 'Child Protection Plans Revealed' Available at: <http://news.bbc.co.uk/1/hi/uk/7734576.stm> [Accessed: 18th December 2013].

Example 3

If you wanted to reference the following NHS site:

<http://www.nhs.uk/news/2013/07July/Pages/Set-bedtimes-may-be-good-for-kids-development.aspx>

In your essay text it would be:

Set bedtimes may be good for kids' development (NHS, 2013).

In your Reference List it would be:

NHS (2013) 'Set bedtimes may be good for kids' *development' Available at:

<http://www.nhs.uk/news/2013/07July/Pages/Set-bedtimes-may-be-good-for-kids-development.aspx> [Accessed: 12th July 2013].

Where you have a month and year for the article on a web site you should use both.

* We would never normally use 'kids' as a term in an academic paper unless it is within a quote.

Example 4

If the website does not include details of the author:

In your essay:

Research suggests play is important for child development (Unknown author, 2008).

In Reference List:

Unknown author. (2013) 'Play and Children' Available at: <http://www.goeearlyyears.pdf.76789> [Accessed: 18th November 2013].

Example 5

If you cannot find a date for a web site article:

In essay text:

Outdoor learning provides children with several important gross motor skills (Jones, unknown date).



In Reference List:

Jones, E. (unknown date) 'Outdoor learning' Available at: <http://www.goearlyyears.pdf.76789> [Accessed: 18th November 2013].

If you cannot find author, organisation or date, you should avoid the web site.

4.6 Publications by governments and other organisations

An organisation or government department writes some reports.

For example the Foundation Phase document can be referenced as follows:

Wales: Department for Children, Education, Lifelong Learning and Skills (2008) *Framework for Children's Learning for 3 to 7-year-olds in Wales*. Cardiff: Welsh Assembly Government.

In the assignment text you would cite the author and date in this case

(Department for Children, Education, Lifelong Learning and Skills, 2008) or (DCELLS, 2008).

If you have accessed the report on line then you add the relevant web details

For example:

Wales: Department for Children, Education, Lifelong Learning and Skills (2008) *Framework for Children's Learning for 3 to 7-year-olds in Wales*. Cardiff: Welsh Assembly Government,

Available at:

http://wales.gov.uk/dcells/publications/curriculum_and_assessment/arevisedcurriculumforwales/foundationphase/foundation2008-e.pdf?lang=en [Accessed: 4th June 2013].



Government papers

For example:

In Reference List

White paper:

Great Britain: Department of Health (1996) *Choice and Opportunity, primary care: the future*. Cm.3390. London:Stationery Office.

Green paper:

Great Britain: Department of Health (1998) *Our Healthier Nation: a contract for health*. Cm 3854. London:Stationery Office.

Act of Parliament:

Great Britain: National Health Service and Community Care Act (1990) Chapter 19. London: HMSO.

In text:

(Great Britain National Health Service and Community Care Act, 1990).

4.7 Referencing Newspapers

Newspapers

Format to follow:

Author(s)

Year (followed by full stop)

Title of Article (in single quotation marks, followed by a comma)

Title of Newspaper (in italics) followed by edition if required (in rounded brackets)

Day and Month (followed by colon)

Page(s) (followed by full stop)

For example:

Taylor, C. (2013) 'New standards for pre-school teachers', *The Guardian*. 12 July: pp.16.

If the newspaper article is online then you add the relevant web details.

For example:

Taylor, C. (2013) 'New standards for pre-school teachers', *The Guardian*. 12 July: pp.16. [Online]. Available at: <http://www.guardian.co.uk/education/2013/jul/11/standards-pre-school-teachers>[Accessed: 14th July 2013].



4.8 Referencing Television/ Radio Programmes

Television / Radio Programme

Format to follow:

Title of Programme (in italics followed by full stop)

Year of transmission (in round brackets)

Episode Number (if available) (followed by full stop)

Title of Episode (in quotation marks)

Channel (followed by full stop)

Date of transmission (day/month followed by full stop)

Time of transmission (followed by full stop)

In text:

In this case in your assignment text you would not cite an author but instead a programme name.

Horizon (2004)

(Horizon, 2004)

In Reference List:

Horizon. (2004) Episode 25.'Climate Change' BBC2. 30 August. 2100 hours.

Television / Radio Interview

In text:

Jones (2006) stated "outdoor play benefits children by allowing them to explore their creativity in a stimulating and diverse arena."

These quotes are given double quotation marks because you are referring to speech spoken in the programme rather than written quotes.

In Reference List

Jones, R. (2006) 'Interview' In: *Playtime*. BBC4. 22 July. 1800 hours.

4.9 Referencing Film / Video or DVD

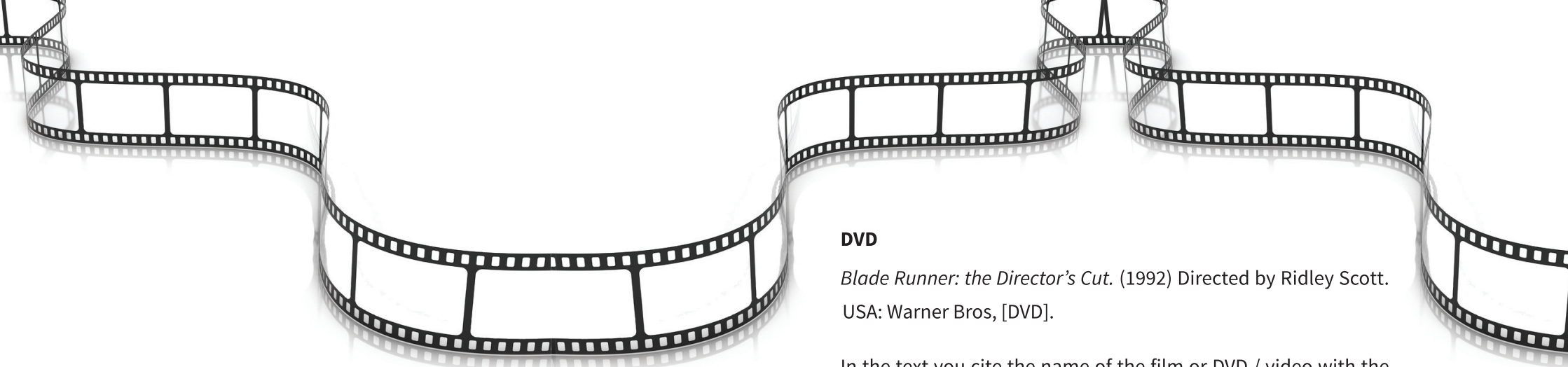
Film / Video / DVD

Format to follow:

Title (in italics followed by full stop)

Year of Release (in round brackets)

Director's name (if appropriate) (followed by full stop)



Place (followed by full stop).

Production Company (followed by comma)

Medium Format [in square brackets] followed by full stop

In Reference List/Bibliography:

Film

Whatever Happened to Baby Jane? (1962) Directed by Robert Aldrich. USA: Warner Bros, [Film: 35mm].

Video

Reading with Colour: A Film about Meares/Irlen

Syndrome. (2000)Essex: Sylva Productions in collaboration with University of Essex Visual Perception Unit, [Video: VHS].

Health for All Children 3: the video. 2004. London: Child Growth Foundation, [Video: VHS].

DVD

Blade Runner: the Director's Cut. (1992) Directed by Ridley Scott. USA: Warner Bros, [DVD].

In the text you cite the name of the film or DVD / video with the date rather than an author.

For example:

In text:

(Reading with Colour: A Film About Meares/Irlen Syndrome, 2000).

4.10 Conference Papers and Presentations

Format to follow:

Author

Year of publication (in round brackets)

Title of paper (in single quotation marks)

Title of conference (in italics followed by full stop)

Organisers of conference (followed by comma)

Place of conference and date (followed by full stop)

Page references for the paper

If the paper is available on line also include access details.

For example:**In Reference List**

Jones, M. (2011) 'A Study of Newly Qualified Teachers Engaging in Critical Reflection upon Their Practice' *Hawaii International Conference on Education*. University of Hawaii, Honolulu, U.S.A. 3-6 January. pp.127-136.

In Text:

Jones (2010) explored the experiences of new teachers. This study explored new teachers' experiences (Jones, 2010).

4.11 E-mail

E-mail**Format to follow:**

Author of email (sender)

Year (in rounded brackets)

Subject (in italics followed by full stop)

email to recipient's name [in square brackets]

Date of email (in brackets followed by full stop)

Example in Reference List:

Steel, L. (2010) *Harvard Referencing*. [email to Lewis, C.]





(3rd May 2012).

In Text:

(Steel, 2010)

You must gain **permission** from the other person/s involved before citing an e-mail.

The References you use throughout your assignment text should be listed in **alphabetical** order according to

Reference List/Bibliography – ‘mock example’

author surname or organisation name.

You produce one list. Books, journals articles, websites and any other sources can all be included in one list.

An example piece of text with a reference list is attached in order for you to see what an academic piece of writing with correct referencing should look like. Note the Reference List/Bibliography should begin on a new page with a title. The spacing used to produce the list will be the same as that used in your essay (1.5 spacing). Each reference starts on a new line directly underneath the reference before.

What better opportunity than playing in nature to
allow children to exercise, take part in discovery

learning, be creative, learn about their place in the world and engage with their natural landscape. There are many temptations such as television, video / DVD and computer games which serve to keep children indoors. However none of these activities can provide the social, environmental and cultural benefits of playing in the great outdoors, be that the back yard, park or nature reserve.

(Singh, 2003: 34)

Example:

Several research studies have indicated that children gain many important skills and attributes (including confidence, self esteem, motor function, and higher level learning) when given the opportunity to play in the outdoor environment (Evans, 2007a; Jones, 2007; Singh, 2003). There is a consensus within recent research that outdoor experiences and play enable children to achieve their fullest potential (Harper, 2007; Marion, 2008; Murphy, 2008). This is highlighted particularly well by the work of Singh (2003).

There are many examples of childcare settings undertaking work which promotes outdoor play (Jones, 2007a; Singh,

2003; Tilbury, 2007). One such example is a child care setting in Llancradog, South Wales, a nursery school for two to five year old children. An observational based research study by Jones and Evans (2008) highlighted that the children provided with opportunities for outdoor play in the nursery setting had improved motor function skills, including hand to eye coordination. The same study also indicated that children had increased social skills including their willingness to engage in group activities (Jones and Evans, 2008). Children were observed 'playing and working on tasks together even though they had only met a few minutes earlier' (Jones and Evans, 2008: 126).

Research literature from Denmark suggests that there are several social and health benefits

for children involved in sustained programmes of outdoor play (Johansen, 2005; Merrick et al., 2003; Thomas, 2005). The long standing outdoor learning and play activities in Denmark have been used as a model for good practice across Wales (Evans, 2007b). Initiatives such as the Forest School programme are based on several theories of experiential learning highlighted in Danish studies (Johansen, 2005; Merrick et al., 2003). The author's own experiences of a Forest School project have reinforced several of the findings in recent literature. A Forest School project designed for early years children (two-five years old) in Brechfa provided a stimulating environment where children were able to develop social and physical capabilities through play and experiential learning. Evidence of the skills developed were highlighted in Forest School Fun (2008).

References/Bibliography

Evans, D. (2007a) 'Play and development'. *Early Years Journal*, Vol. 1, p. 98-112.

Evans, D. (2007b) *Learning through play*. Cardiff: Cardiff University Press.

Forest School Fun.
(2008) Carmarthenshire:
Carmarthenshire Films, [DVD].

Harper, G. (2007) *The outdoor way of life*. London: Nuffield Press.

Johansen, L. (2005) *The Danish way of learning*. Copenhagen: Grubber Press.

Jones, Y. (2007) *Playing is Learning Principles and Context*. London: Falmer.

Jones, Y. and Evans, D. (2008) *Good practice in Wales*. Talybont: Lolfa.

Marion, H. (2008) *Getting the most out of the early years*. Oxford: Blackwell Publishing.

Merrick, P., Jones, L., Evans, D. and Canock, H. (2003) 'Experiential learning the Danish way', *Review of Education*, Vol. 7, p. 45-56.

Murphy, C. (2008) 'Let's go down to the sea again' *Early Years Learning*, Vol. 19, p. 56-98.

Singh, P. (2003) *Fun and Learning*. York: Rowntree Press.

Thomas, N. (2005) *A different way of learning*. Manchester: Guardian Press.

Tilbury, R. (2007) *Making the most of the outdoors*. London: Sure Start Press.

Electronic systems

Some writers prefer to use an electronic system to support citing and referencing. There are many versions such as Refworks, but the one that is readily available is Microsoft Office-Word 2007 References tab. Use the APA version for the closest match to Harvard Referencing. Follow this link for a ready guide to using this: <http://office.microsoft.com/en-gb/word-help/create-a-bibliography-HA010067492.aspx>

Conclusion:

Library support services can provide more information and training on these tools.

This guide provides comprehensive guidance regarding the correct way to reference when writing assignments whilst studying at the SWWCTE. Please ensure that you use this to support your personal research.

Enjoy your reading!