

# **Welcome to**

# **Qualitative Research**

## ***Week 6***

## ***Lecture 4***

## **Referencing and Citation**

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# Referencing and Citation

- Why do we reference?
- How do we reference?
- What is the Harvard Style?

# Why do we Reference?

- To make clear when a particular piece of information, idea, etc. is not our own & to tell our readers where it came from

This allows us to:

- show where we got our facts from
- use other people's work to support our own argument (evidence, examples, findings, etc.)
- discuss what other people or organisations have said and done and give our own analysis of it
- to provide useful definitions, explanations, etc.

To allow other people to find the material we used to support our claims.

# How do we Reference?

## Citation

You make a short reference (author's last name and year of publication) in the text of your essay every time you refer to someone else's work.

## Reference List

You make a list at the end of your essay of all the sources you have referred to in your work – you give complete details here including publisher, etc.



The citation acts as a key so that your reader can find the full reference easily on the list of references at the end of your essay.

The diagram consists of two dashed green arrows pointing upwards from the central text to the 'Citation' and 'Reference List' boxes, indicating that the central text explains the function of both.

# Quotations

Using the exact words of the author(s) in quotation marks '...'. You must include the author's last name, the year of publication and the page number.

For example:

Generally, English for Academic Purposes (EAP) covers 'those educational activities in higher education, the purpose of which is the teaching and learning of the English language required by undergraduates, post-graduates and/ or staff' (Kennedy, 2001, p. 25).

When should you quote?

- When you are using someone's definition which is key
- When you want to discuss exactly what someone said
- When the precise detail of what someone says is important – e.g. a law, policy document, etc.
- When someone has phrased something effectively and succinctly

# Paraphrasing

You paraphrase when you change the information read into your own words without changing the original meaning.

## Why paraphrase?

- It shows that you understand what the writer is saying
- It makes it easier to build your own argument. For example, you can use what someone else says as evidence to support what you want to say
- It fits more easily with your own writing style

## Example:

**Original:** Employers who provide childcare at the workplace have found that lateness declines & levels of stress experienced by employees also decline.

**Paraphrased reference:** There is evidence to suggest that on-site day care is beneficial to employers because employees are more punctual and appear to suffer less from stress (Smith, 2018).

# Paraphrasing Exercise

‘Employers who provide childcare at the workplace have found that lateness declines and levels of stress decrease’ (Smith, 2012, p.52).

1. According to Smith (2012), those employees who are provided with childcare at the workplace have a tendency to be more punctual and less stressed.
2. Smith (2012) has held the view that when employers offer day care facilities, their employees tend to arrive on time more and seem to be less stressed.
3. There is evidence to suggest that on-site day care is beneficial to employers because employees are more punctual and appear to suffer less from stress (Smith, 2012).

# Things to note

## Why are these different?

1) It is necessary to read research papers critically. In this regard, **Desta (2019)** emphasises the importance of understanding the methodology employed by researchers in their studies.

2) It is important to understand the methodology that researchers use in their studies **(Desta, 2019)**.

When the author's name is part of the sentence, it does NOT go inside the brackets because it becomes the subject of your sentence.

## More than one author

- **Up to three authors:** include all the names, in the order they are listed. For example:

A sound business plan is essential to the success of every business **(Abraham and Child, 2018)**.

**Abraham, Child and Smith (2010)** state that most single pets live in privileged circumstances.

# More than one author

- **More than three authors:** give only the first author followed by *et al.* For example:

**Worth *et al.* (2013)** suggest that top CEOs agree income could be raised to 50% on earnings over £100,000.

Despite technological advances, radio production is less sophisticated than in the past (**Howard *et al.*, 2015**).

**N.B. Give ALL the names in your reference list:**

Howard, C., Smith, T., Jones, L. and Brown, N. (2015) *Enemies and Friends*. Oxford: Oxford University Press.

# Secondary Referencing

This is a sentence in a book by Grey (2016, p.9):

‘According to Brown’s (2015) study, middle managers feel more stressed than those in higher positions’.

You want to use Brown’s information but you have only read Grey’s book:

- In your piece of work:

There is evidence that stress is a greater problem for middle managers than for senior managers (Brown, 2015, cited in Grey, 2016, p.9).

- In your list of references:

You cannot include Brown because you have not read this author – you can only have Grey in your list.

# Harvard Style: list of references

- This should list **all (and only)** the sources you have used in your piece of writing
- The list should be in **alphabetical order**
- **Don't separate** different kinds of sources unless you are specifically told to
- Each reference should follow the **format** for that kind of text

# Reference list - example

Abber, C. and Kumar, T. (2018)  
*Research study methodology*.  
Dover: Dover University Press.

Book, two  
authors

Wharton, C., Pail, R. and Crumb, F.  
(2019) 'Why businesses fail',  
*Business Review*, 7 (10), pp. 160-  
172.

Print or  
electronic  
journal

National Health Service (2018)  
*Symptoms*. Available at:  
[www.nhs.uk/livewell/symptoms.as  
px](http://www.nhs.uk/livewell/symptoms.aspx) (Accessed: 02 July 2019).

Website

# Reference list - exercise

Identify whether it is a Book, Journal, Chapter, Newspaper or Website?

1) Abner, K. (2018) *People in paintings*. Cambridge: Cambridge University Press.

2) Boxer, F. (2019) 'Consumer chemistry', *Journal of Chemistry Education*, 65 (3), pp. 206-219.

3) Christian, D. (2018) 'The ability to think critically', in Barlow, G. and Freid, R. (eds.) *Thinking skills: How can we teach them?* New York: W. H. Freeman, pp. 197-211.

4) Dorton, C. (2017) 'Legal Lingo', *The Times*, 24 August, p. 25.

5) Oxfam (2018) *E.ON shelves Kingsnorth*. Available at: [http://www.oxfam.org.uk/get\\_involved/campaign/impact/kingsnorth.html](http://www.oxfam.org.uk/get_involved/campaign/impact/kingsnorth.html) (Accessed: 19 November 2019).