

# Research and Referencing Skills Workshop

19 August 2021

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*We acknowledge the traditional custodians of the land on which we work and live, the Gathang-speaking people and pay our respects to all Aboriginal and Torres Strait Islander people. We extend our respect to elders past and present, and to all future cultural-knowledge holders.*



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# Workshop Overview

Part I: Research: the process

Part II: Using evidence

Part III: Referencing Styles and Tools



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## Part I - Research: Getting started

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1. Identify and read three or four key texts you think will help with your assessment task. Read materials recommended by your lecturer.
2. Draft an outline of your assessment and what information you will include where.
3. Identify where there are gaps and find material to fill these gaps. Use the library catalogues, library databases or the internet to find relevant, appropriate material.

You should check out the Academic Support resources on your Uni's website.



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## Part I - Research: Getting started

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- Apply **logical** and **critical thinking** through **rational** inquiry and **self-directed** learning
- Communicate **knowledge** effectively
- Be **responsible** for the expansion of **knowledge** and have **respect** for **academic integrity**



<https://leadershipfreak.files.wordpress.com/2010/05/education.jpg>



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## Part II - Using evidence

- At undergraduate level, we do not expect you to come up with your own ideas, therefore, your work is **supposed** to be about other scholars' ideas.
- As a result you **cannot** write a report or assessment **without referring** to the work of others, that is, without using other sources.
- So, you use the **evidence** from the work of these other scholars to **support your argument** or point of view.



Photo by Pixabay from Pexels

## Part II - Using evidence

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### Academic Integrity

- Please note that Universities and Schools take academic integrity **very seriously**.
- Your assessments and conduct may be routinely checked for plagiarism and contract cheating.
- Be aware that you generally cannot re-submit an assessment (or parts thereof) that you have previously submitted (be sure to obtain written permission from the relevant person).
- Finally, note also that if you are found to have acted inappropriately, consequences are likely to follow

## Part II - Using evidence

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### Correct use of evidence

Unless you acknowledge those sources and use your own words, you may commit **PLAGIARISM.**

**Plagiarism** is the presentation of the thoughts or works of another as one's own. It may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment
- working with others and presenting work as if it was completed independently



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## Part II - Using evidence

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### ‘Plagiaphrasing’

- Many students are not aware that when they attempt to paraphrase by subtly changing word order or replacing words with synonyms, that they are actually plagiarising. This form of plagiarism is called ‘plagiaphrasing’.
- Why is it important that we all take Academic Integrity seriously?

## Part II - Using evidence

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Foolproof plan to avoid plagiarism.

Follow a good assessment writing process:

1. plan,
2. research,
3. make good notes,
4. structure your assessment,
5. construct and substantiate your arguments,
6. reference well,
7. write well (draft and re-draft), and
8. proof read.



Photo by Ann H from Pexels



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## Part III: Referencing Styles and Tools

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### Why Reference Sources?

You need to use and reference sources to:

**Demonstrate** your scholarship

**Show** that you have informed support for your argument

**Provide** readers with correct citation details



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## Part III: Referencing Styles and Tools

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How do I reference sources?

### **In-text referencing (author date)**

In the body of your report you will use in-text (citations) referencing to acknowledge the source you are using. This will include the author/s name and the year the book/article was published.

### **Reference list (Bibliography)**

The reference list appears at the end of the assessment and is a list of all the sources cited in the assessment. All reference details are provided: Author's name and initial; year of publication; title; place of publication; publisher.

### Types of In-Text Citations

#### a. Author prominent

Bilton, Bonnett and Jones (1987) argue that increased rates of divorce do not necessarily indicate that families are now more unstable.

(Source: <http://www.monash.edu.au/lis/lionline/writing/general/essay/analysing-citations/3.xml>)

Cowie (1996) suggests that unlike capitalism, socialism promotes the good of the whole before the good of the individual.

(Source: <http://www.intec.edu.do/pdf/HARVARD/harvardguide%5B2%5D.pdf>)



### Types of In-Text Citations

#### b. Information prominent

Sociological studies have tried to identify the common values which exist in Australian society (Horne 1964; Mackay 1993).

Contemporary food retailers, demonstrate their interest in sustainable food through different discursive marketing campaigns using a variety of media (Luke 1996; Probyn 2000; Sandlin et al. 2010).

(Source:[http://www.gradschool.uts.edu.au/pdfs/author\\_and\\_information\\_prominent\\_citation\\_notes.pdf](http://www.gradschool.uts.edu.au/pdfs/author_and_information_prominent_citation_notes.pdf))



## Part III: Referencing Styles and Tools

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### Synthesis of sources

**Draws together** common ideas between various sources into one statement.

Also involves **comparing and contrasting** with various sources.

Makes your writing **more powerful** because you are demonstrating that an idea is supported by a number of authorities

## Part III: Referencing Styles and Tools

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### Synthesis Of Sources Example - Sources

**Jones et al. (2004, pp. 3637)**

Assignments -> students get feedback on their progress midcourse

exams-> uncritical approaches

assignments -> learn to read and write in the study subject

**Peters (2009, p. 79)**

exams -> relies on memory under pressure

exams-> no feedback during learning

assignments-> learn the discourse of subject

**Wonderland University (2006)**

exams-> success relies on memory

exams-> 'sudden death' approach to testing

exams-> much higher failure rate

assignments-> teach the 'talk' of the subject

**Abbot (2008, para. 20)**

assignments-> inefficient, too much time to mark, costly

assignments-> too many plagiarism issues

exams-> 'clean-cut approach as you get students knowledge under supervised circumstances'

Topic: Exams vs Assignments



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## Part III: Referencing Styles and Tools

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### Synthesis of Sources Example – **Result**

- **Students needing feedback** (Jones et al., 2004, pp. 36-37; Peters, 2008, p. 79)
- **Effect of exams on students** (Peters, 2008, p.79; Wonderland University, 2006)
- **Subject discourse** (Jones et al., 2004, pp. 36-37; Peters, 2008, p. 79; Wonderland University, 2006)

## Part III: Referencing Styles and Tools

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### Synthesis of Sources Example – **Final Result**

Based on the notes, the following paragraphs were written:

Using assignment essays for assessment supports student learning better than the traditional examination system. It is considered that course-work assignment essays can lessen the extreme stress experienced by some students over ‘sudden-death’ end of semester examinations and reduce the failure rate (Peters, 2008, p.79; Wonderland University, 2006). Study skills researchers (Jones et al., 2004, pp. 36-37; Peters, 2008, p. 79; Wonderland University, 2006) defend assessment by assignment because research assignments can be used to assess students learning mid-course and so provide them with helpful feedback. They also consider that assignment work lends itself to more critical approaches which help the student to learn the discourse of their subjects.

In contrast, Abbot (2008, para. 20) argues that assignments are inefficient, costly to manage and are the cause of plagiarism problems in universities. He states that ‘assessment by examination is a clean-cut approach as you get students knowledge under supervised circumstances’. The weight of evidence, however, would suggest that it is a fairer and more balanced approach to have some assessment by assignment rather than completely by examinations.

## Part III: Referencing Styles and Tools

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### Referencing Styles

- Using a correct **referencing style** is crucial to University assessment writing.
  - Can add references **manually**
  - Use a **citation management tool** (usually provided free by the University)
- There are different formal **styles** for referencing, each with a different way to format the information
  - APA (7<sup>th</sup>)
  - Harvard
  - IEEE

### Elements of a Citation

- There are four main parts to a citation (reference):
  1. **Who** – author(s) / editor(s) / creator(s) of work
  2. **What** – title (and source where applicable)
  3. **When** – date/year of publication
  4. **Where** – publisher details, DOI *or* URL
- The key is to make sure the item can be found and *uniquely* identified as citation

## Part III: Referencing Styles and Tools

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- You have to be consistent with the style for every reference in your assessment
  - DON'T mix styles in the one document.
  - This is where software can help.
- Your course may request a specific style, if not just select an appropriate one and be consistent

## Part III: Referencing Styles and Tools

The most common type of information you will reference:

- Books (hard copy and digital)
- Journal Articles
- Chapter in an edited book
- Web Resources (white papers or websites)
- Reports and Government Documents
- Course Material



## Part III: Referencing Styles and Tools

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### What are DOIs?

- Digital Object Identifiers (DOIs) are a unique identifier to link to an individual publication.
- They are issued at time of publication and don't change over time.
  - A bit like your student number.
- A number of referencing style (including APA and Harvard) require you to list this identifier when it exists for an item.
- While a location for an item (URL) may change, the DOI is constant.
- Example:

<https://doi.org/10.1016/j.biocon.2004.03.029> or doi:10.1016/j.biocon.2004.03.029



## Part III: Referencing Styles and Tools

What does 'et al.' mean?

- ***Et al.*** is defined as an abbreviation for the Latin phrase et alia which means "and others."
  - <https://www.yourdictionary.com/et-al>
- We use it in referencing to abbreviate when we have a lot of authors to make it easier to read the document.
- For example:
  - “Abara, Smith, Jones, Wong, Perez and Islam (2020) suggest that we should not panic buy household goods.”
  - “Abara et al. (2020) suggest that we should not panic buy household goods.”



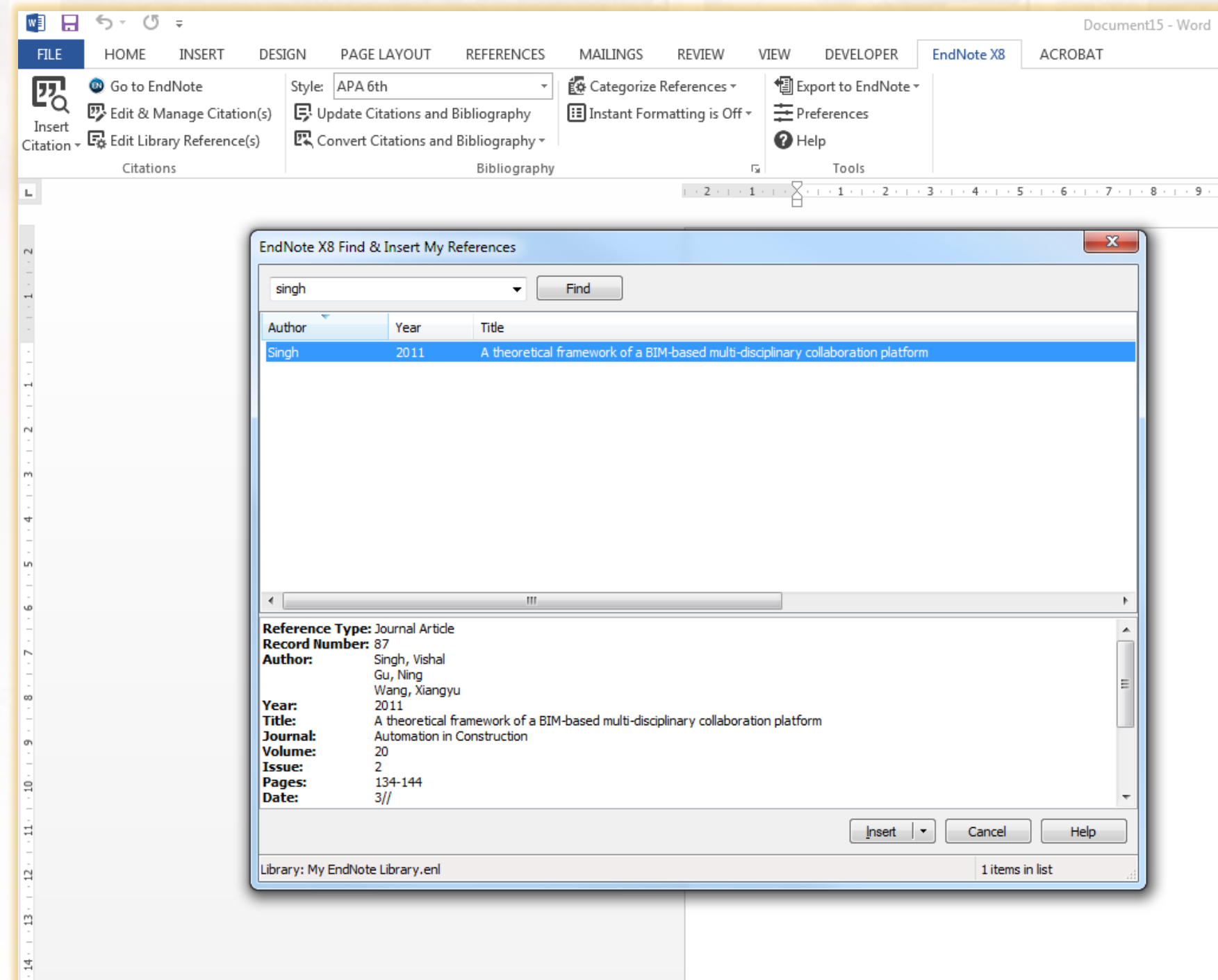
## Part III: Referencing Styles and Tools

### Citation Management Programs

- Citation management tools will help to organise and then utilise your references.
- Several to choose from, the most common are:
  - **Endnote**
  - Mendeley
  - Zotero
- Allow for automatic insertion of in-text citation, and creation of bibliography
  - At the cost of overhead of learning the tool.

# Part III: Referencing Styles and Tools

## Inserting References into Word Document (Using Endnote)



## Part III: Referencing Styles and Tools

- Inserting References into Word Document (Using Endnote)

Singh et al. (2011) present a theoretical framework in a multi-disciplinary context...|

Singh, V., Gu, N., & Wang, X. (2011). A theoretical framework of a BIM-based multi-disciplinary collaboration platform. *Automation in Construction*, 20(2), 134-144.

doi:<http://dx.doi.org/10.1016/j.autcon.2010.09.011>



## Part III: Referencing Styles and Tools

All Universities will have extensive resources to assist with Referencing.

- CSU – you have a referencing tool inside your student portal
- UNE – <https://www.une.edu.au/current-students/resources/academic-skills/referencing>
- UON – <http://libguides.newcastle.edu.au/referencing>



# Thank You

## Q&A



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