Trust me, I'm the expert!

Sandra Jeffrey and Louise Rudd

University of York

St Andrews Conference 2019

Which of the following references are correct?

Example 1: Becker, H. S. (2007). *Writing for social scientists: how to start and finish your thesis, book, or article*. 2nd edn. London: The University of Chicago Press.

Example 2: Bryman, A., (2016). *Social research methods*. 5th ed. Oxford: Oxford University Press.

Example 3: COPPER, S.T., 2000. *Modern pest control techniques*. London: Brown.

Example 4: Ward, R 1966, *The Australian legend,* 2nd edn, Oxford University Press, Melbourne.

Extremely confident

Quite confident

I made an educated guess

I'm not sure...

I just hit a random button!

So, which of the following are correct?

University of York

Example 1: Becker, H. S. (2007). *Writing for social scientists: how to start and finish your thesis, book, or article*. 2nd edn. London: The University of Chicago Press.

University of Sheffield

Example 2: Bryman, A., (2016). *Social research methods*. 5th ed. Oxford: Oxford University Press.

University of Bristol

Example 3: COPPER, S.T., 2000. *Modern pest control techniques*. London: Brown.

University of South Wales, Australia

Example 4: Ward, R 1966, *The Australian legend,* 2nd edn, Oxford University Press, Melbourne.

All of them!

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Trust us, we're the "experts"!

Why did we choose this topic?

➜ Issues arose on referencing in 2018
➜ We felt it had all been covered during staff induction
➜ Caused confusion with staff and emotional distress
➜ Realised we needed to change
➜ Need to support staff in order to support students

What we're talking about today:

➜ Our experience from 2018
➜ How this impacted our evaluation of the course
➜ What we plan to do about it to support staff, and therefore students

A tutor with a CELTA and 20 years of EAP experience

A tutor with a DELTA and 5 years of general English experience

Our Story

"Today our class started very well but it then went off target and ended in a **sea of confusion**. The problem is referencing, and **the students were arguing with me** over this."

Programme Learning Outcomes (related to use of sources):

> Support written work with evidence from published sources (W4)
> Correctly cite sources in-text and in a reference list using the Harvard Referencing System (A6)

+

Our Scheme of Work:

> Academic integrity and avoiding plagiarism

> Academic Integrity module

> University of York Harvard Referencing Guide

> Independent study resources to practise

→

Our Expectations:

> Tutors to respond to student needs in class

> Take time to build up student knowledge

> Consistently remind students of how to reference

> Act as a learner themselves

Our Story

Student Feedback:
➔ *standard was different to the university, for example the reference*
➔ *how to in-text citation should be took before the first draft of the essay*
➔ *emphasise use of bibliography*

Staff Feedback:
➔ *more work on Harvard referencing*
➔ *maybe more work on writing a reference list*
➔ *paraphrasing and Harvard referencing should have been introduced earlier*

After the course finished, and we received this feedback, we had **more questions than answers**.

How should staff be supported to ensure students have the best possible introduction to referencing?

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Our Recommendations: From a "**sea of confusion**" to calm(**er**) waters

Considerations from student perspective:

● Need clear guidance - in student handbook?
● Activities created for the VLE - self-study
● Clear direction to Library resources and support
● Made aware that referencing conventions may differ in degree department
● Referencing weighting in assessment criteria
● Have regular bite-sized tasks focused on referencing

Our Recommendations: From a "**sea of confusion**" to calm(**er**) waters

Considered from staff perspective:

- Introduce an evaluation task to staff interviews where feedback is given on student writing
- Need clear guidance during induction
- Schedule possible follow up PD session/workshop
- Scheme of work needs to have referencing at an appropriate time
- Materials need to be clear
- Staff may not consistently integrate referencing in small chunks - can add to materials/sub-aims
- Need to make sure staff understand UoY methods (and differences)

Our Recommendations: From a "**sea of confusion**" to calm(**er**) waters

Considered from a university perspective:

- Make sure students are aware of what support they can get from other departments on referencing
- Need to work with the library to prepare courses
- Consider department requirements and needs
- Ensure students are informed about any programmes licensed by the university to help with sources
  - PaperPile
  - Mendeley
  - EndNote

Navigating Calm(er) Waters

Remember:

➔ Using sources is never straightforward
➔ How sources are being used in academic writing needs to be constantly monitored
➔ Adequate support should be in place for new and existing staff
➔ Referencing needs to be regularly referred to in class
➔ Success requires regular communication

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