



**HIBERNIA
COLLEGE**

Developing a student-centred approach to academic referencing support for postgraduate distance learners

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Developing a student-centred approach to academic referencing support for postgraduate distance learners

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About Hibernia College



- The only accredited online/blended college in Ireland
- Professional masters degrees in primary and post-primary teacher education
- Blended instruction model (normally 45% online, 55% class-based)
- Continuous Assessment
- School Experience
- Dissertation

PMEP assessment overview

| Module | Credits |
|---|------------|
| Module 1. Foundations of Education & Curriculum Studies | 15 |
| Module 2. Pedagogy 1: Physical, Arts & Inclusive Education | 10 |
| Module 3. Pedagogy 2: Language, Literacy, Numeracy & ICT | 15 |
| Module 4. Pedagogy 3: Ethical, Social, Personal, Health & Early Childhood | 10 |
| Module 5. Pedagogy 4: Social, Scientific & Development Education | 10 |
| Module 6. School Experience: Research & Evidence Based Practice | 20 |
| Module 7. Advanced School Experience | 20 |
| Module 8. Research Methods | 10 |
| Module 9. Nua-Ghaeilge 1 | 5 |
| Module 10. Nua-Ghaeilge 2 | 5 |
| Total | 120 |

- Academic writing (essays)
- Portfolios & artefacts
- Reflective writing
- Dissertation project (literature review since 2020)
- Marks assigned specifically for quality of academic writing and referencing

PMEPP assessment overview

| Module | Credits |
|--|------------|
| Module 1: Foundations of Education 1 | 10 |
| Module 2: Core Teaching Methodologies | 5 |
| Module 3: Teaching Subject Mastery | 10 |
| Module 4: Teaching Methodologies | 10 |
| Module 5: School Experience and Professional Practice (SEPP) 1 & 2 | 25 |
| Module 6: Foundations of Education 2 | 10 |
| Module 7: Foundations of Education 3 | 5 |
| Module 8: Advanced School Experience & Professional Practice | 25 |
| Module 9: Capstone Module: Research Methods and Research Project | 20 |
| Total | 120 |

- Academic writing (essays)
- Portfolios & artefacts
- Reflective writing
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The need for academic referencing skills



- Programmes emphasise academic writing as a key skill for student success.
- Student teachers need to be able to develop an argument, synthesise knowledge and evaluate evidence.
- Since 2020, the focus of the dissertation project has switched from data collection to an integrative literature review, which places greater emphasis on students' ability to handle secondary sources.
- This has likely been a factor in an increase in the number of student queries **related to referencing** received by the Digital Library – up to a third of the total number of queries.
- Referencing is also the most frequently consulted section of the Academic Writing Toolkit.

Referencing support in programmes

8. Formatting 83% complete

9. What Is Referencing? 100% complete

10. How to Reference 83% complete

11. Using Referencing Tools 100% complete

12. Referencing Workout (1) 100% complete

13. Referencing Workout (2) 100% complete


14. What Is Reflective Writing? 100% complete

15. Reflective Workout 100% complete

16. Writing Assessment 100% complete

Please use the slider above to view all sections.


9. What is Referencing?



Note: The *Hibernia College Referencing Guide* is available on the Hibernia College Library site.

- Introduction to referencing - video (1 minute)
- Referencing word cloud (1 minute)
- The importance of referencing (6 minutes)
- Identifying referencing styles (5 minutes)
- What is plagiarism? (4 minutes)
- Plagiarism quiz (4 minutes)

Note: Some of the web sites referenced in the course content are external and do not belong to Hibernia College. Although every effort has been made by the College to source suitable web sites at the time of publishing the course content, we cannot be responsible for their content because they can be subject to change beyond our control.



Webinar I: Teachers as Researchers

PMEP Spring 21

Dr Linda Butler Neff
Dr Keith Young

ILR Referencing Guidelines

Chapter One: Introduction and Background

20-30 References

Various types of references allowed (Scholarly)

- Books
- Chapters in Edited Books
- Journals / eJournals
- Conference Papers
- Peer-Reviewed / Non-Peer Reviewed
- Curriculum / Policy Documents

Can be sourced from Multiple Sources

- Government Departments
- Hibernia College Library
- Google Scholar
- ResearchGate

Digital Library support

Guides and help

Using the library

- ✓ [Library quick search guide](#)
- ✓ [Library search guide](#)
- ✓ [Library resources quick guide](#)
- ✓ [Library resources user guide](#)
- ✓ [Using other libraries](#)
- ✓ [Reading lists guide](#)

Academic writing and referencing

- ✓ [Quick reference guide](#)
- ✓ [Referencing guide](#)
- ✓ [Avoiding plagiarism](#)
- ✓ [Copyright guide](#)

Technical help

If you need any technical assistance using the library, please contact the Technical Support team by emailing helpdesk@hiberniacollege.net.

Contact

Ann Byrne, Digital Librarian



✉ library@hiberniacollege.net

☎ +353 (0)1 661 1068

🕒 Monday: 9 a.m.-5 p.m., Tuesday-Thursday: 9 a.m.-2 p.m.

A multi-stranded approach?



- Complexity of relationship with referencing
 - Plagiarism anxiety
 - Acknowledgement
 - Criticality
 - Own voice
- Support provision often inconsistent
- Gap between what is assumed to be known and what is known
- Challenge of supporting online distance learners
 - Embedded approach not always possible
 - Pre-service teachers and research

Evolutionary path of this project

Address volume of e-mail
referencing queries



Update online Referencing
Guides



Encourage use of the new
Guides



Host drop-in workshop
series on Zoom

Updating the Referencing Guide

- 'Adopted' the core Referencing Guide and the abridged Quick Guide
- Conducted a comprehensive review
- Added guidelines for new formats
- Removed anachronisms
- Restructured and redesigned for ease of use
- Guided by FAQs sent to library
- New section on general hints & guidelines
- Editorial and visual design input

Web pages

Web pages with an author

| |
|--|
| Author (person who authored the page) |
| Year (when the site was published or updated – whichever is available) |
| Internet site name |
| URL and date accessed |

Nolan, M. (2010) *Expad.ie*. Available at: <http://expad.ie> (Accessed: 1 June 2010).

Nolan (2010) discusses...



Web pages

| |
|--|
| Author (person or organisation) |
| Year (the page was published or site last updated) |
| Title of page |
| URL and date accessed |



Reference: Science Foundation Ireland (SFI) (2017) *Zero emissions challenge*. Available at: <https://www.sfi.ie/challenges/zero-emissions/> (Accessed: 16 July 2020).




In-Text: The zero emissions challenge (Science Foundation Ireland, 2017) aims to encourage novel solutions...

Updating the Quick Referencing Guide

- 'Quick-reference summary' was short on useful information & rarely used
- Updated and redesigned to provide more detailed guidance on a greater number of items
- Guided by FAQs sent to library
- Tabular form to maximise space use
- Editorial and visual design input
- User-centred decisions informed not just by our professional domain knowledge but by consideration of our own experiences of being postgraduate students

DEFINITIONS



In-text citation

In-text citations are located within the main body of your work. They contain brief information about the sources used; author, date and page number (if quoting directly from a source.) See examples below.

Reference list

A reference list is included at the end of a piece of work to indicate to the reader all materials 'referred' to by the author during that work. The list is presented in

GENERAL POINTS

All students are required to include a reference list at the end of their work, fully crediting any in-text citations they have made. A bibliography is optional, except for students working on their thesis who must include a bibliography also.

Proper consistent referencing is crucial because:


- References can be located and checked by the reader
- Referencing is a standard procedure for academic writing
- It is vital for avoiding plagiarism and to comply with copyright laws by acknowledging fully the use of somebody else's work
- Referencing demonstrates how much research has been undertaken and helps to strengthen the writer's argument

To help ensure consistent referencing, punctuation is also very important. See the formats and examples on the next page for punctuation rules.



Quick Reference Guide

Quick guide to the most commonly used references with examples
(More details can be found in the Hibernia College referencing guide.)


HIBERNIA COLLEGE

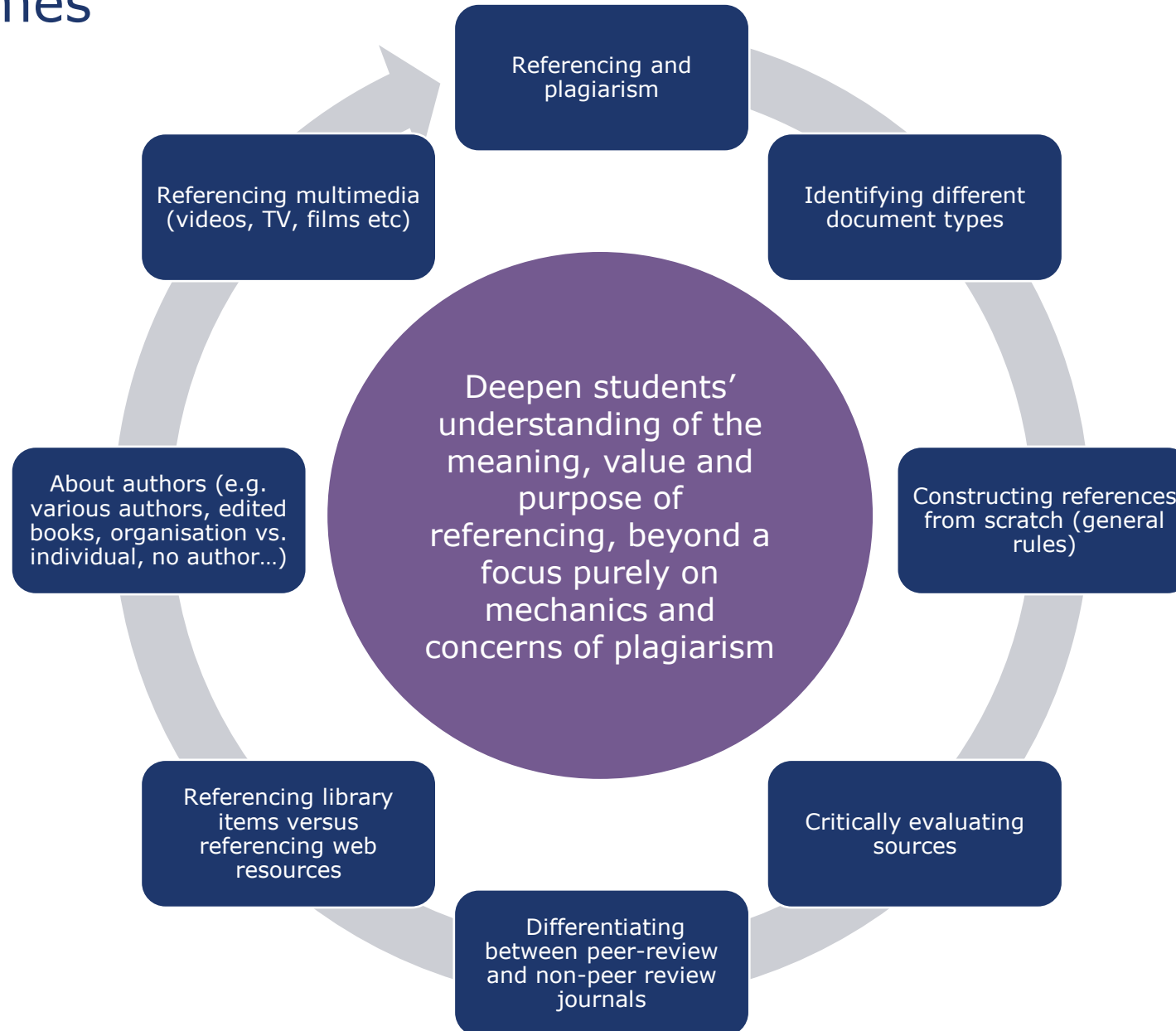
| Document type | Referencing details | Reference list example | In-text citation example |
|---|--|--|---|
| Books | | | |
| Book with one author (print or main library resources) | <ul style="list-style-type: none"> ▪ Author ▪ Year (when the work was published) ▪ Title ▪ Edition (no need to add this if title is a first edition) ▪ Publication details (place and publisher) ▪ Series and volume number (if applicable) | Westwood, P. (2018) <i>Inclusive and adaptive teaching: meeting the challenge of diversity in the classroom</i> . Oxon: Routledge. | 'In schools, student populations are becoming much more diverse...' (Westwood, 2018, p.15). |
| Book with two or three authors | <ul style="list-style-type: none"> ▪ Authors (all) ▪ Year (when the work was published) ▪ Title ▪ Edition (no need to add this if title is a first edition) ▪ Publication details (place and publisher) ▪ Series and volume number (if applicable) | Share, P., Corcoran, M. and Conway, B. (2012) <i>Sociology of Ireland</i> . 4th edn. Gill and Macmillan. | Share, Corcoran and Conway (2012, p.10) refer to... |
| Book with more... | <ul style="list-style-type: none"> ▪ Authors (all) | Albheff, E., Liu, D., Meek, J. and... | This was proved by Albheff et al. |

Drop-in referencing workshops

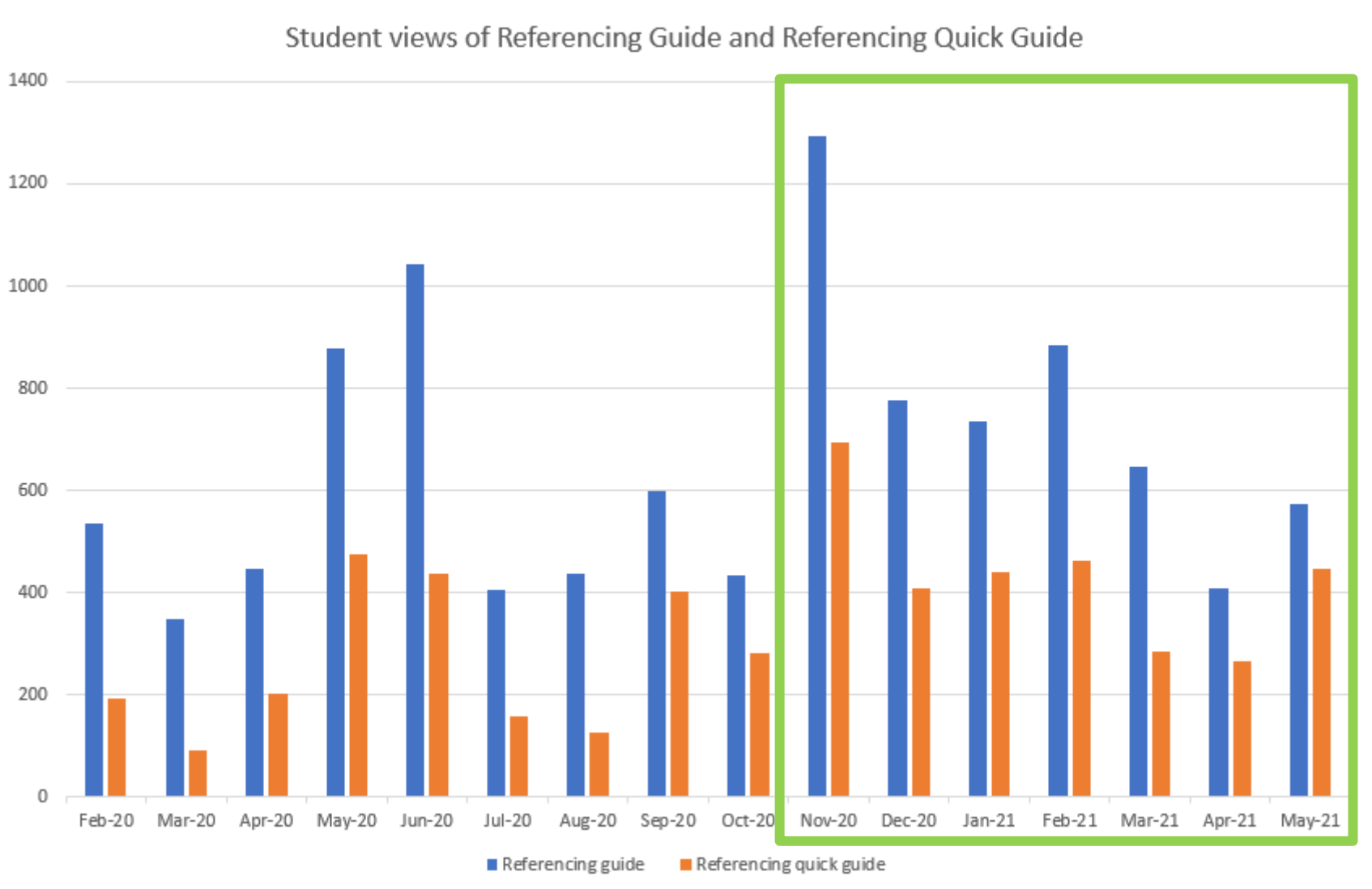


- Give students the opportunity to have their queries answered in person and in real time
- Inform students regarding some key referencing related topics
- Themes based on students' library queries
- A way of promoting and modelling use of the Referencing Guide
- Scheduled every 5-6 weeks on Tuesday evenings

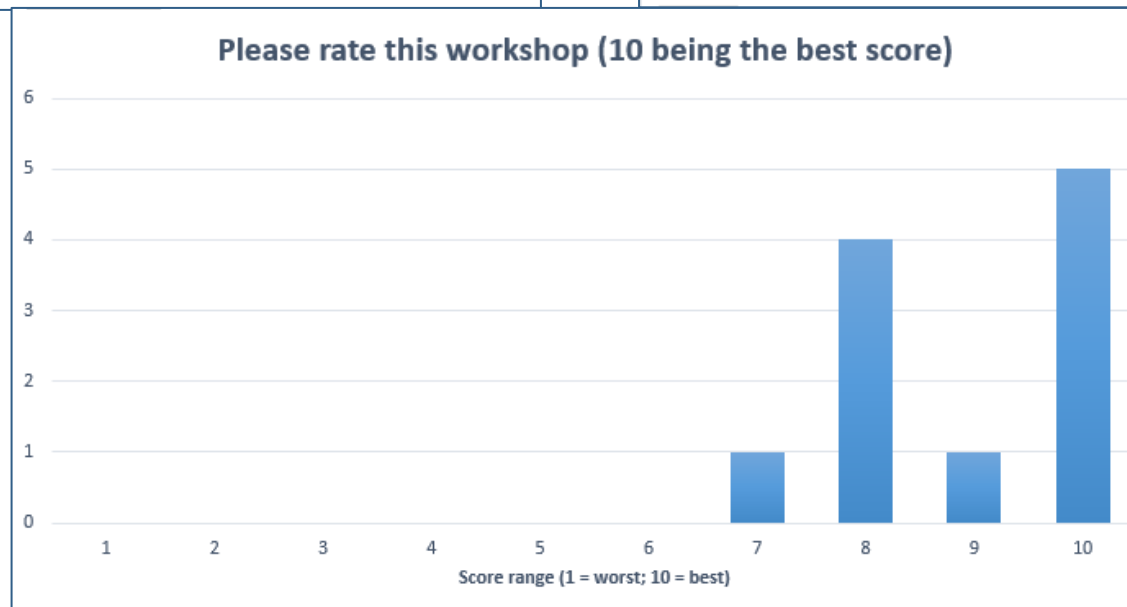
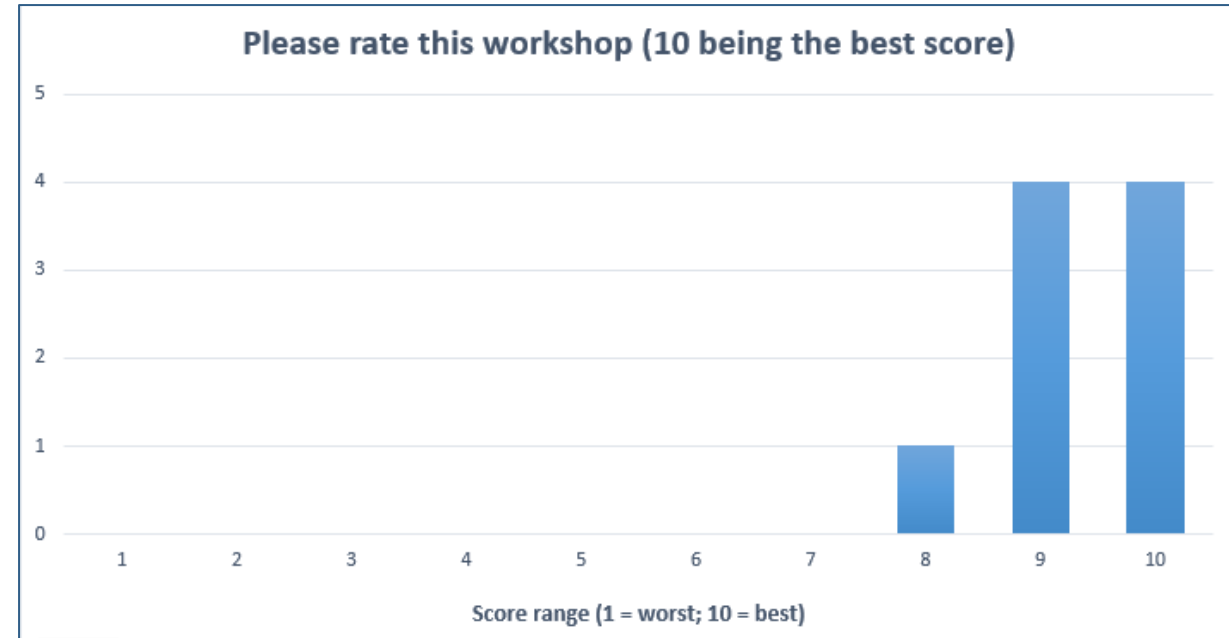
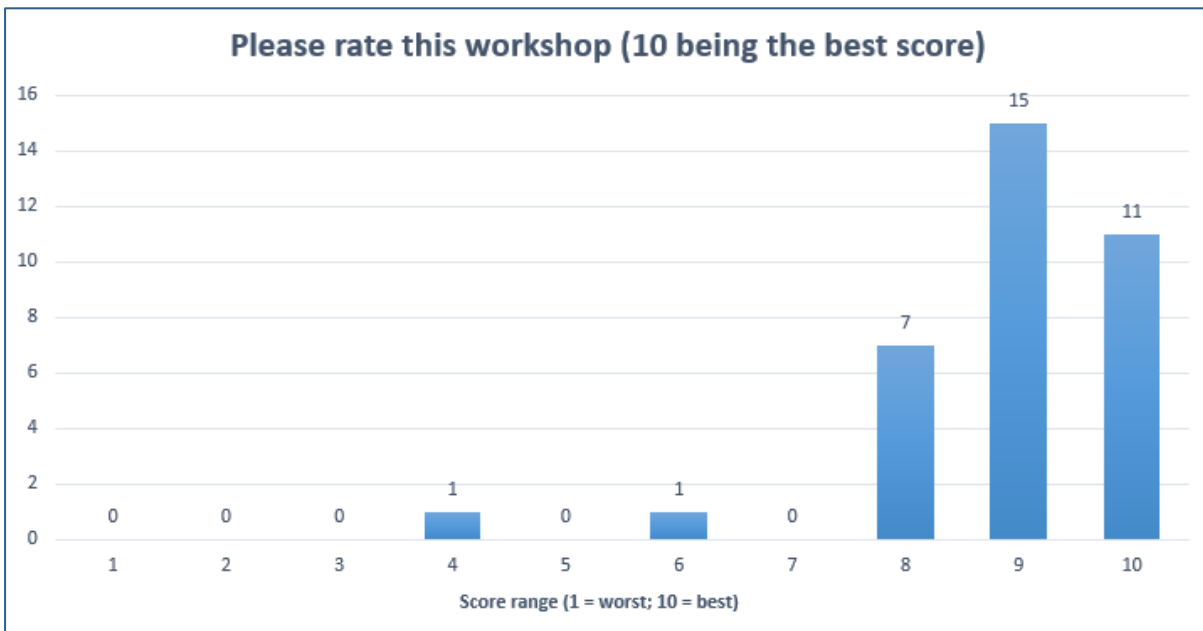
Workshop themes



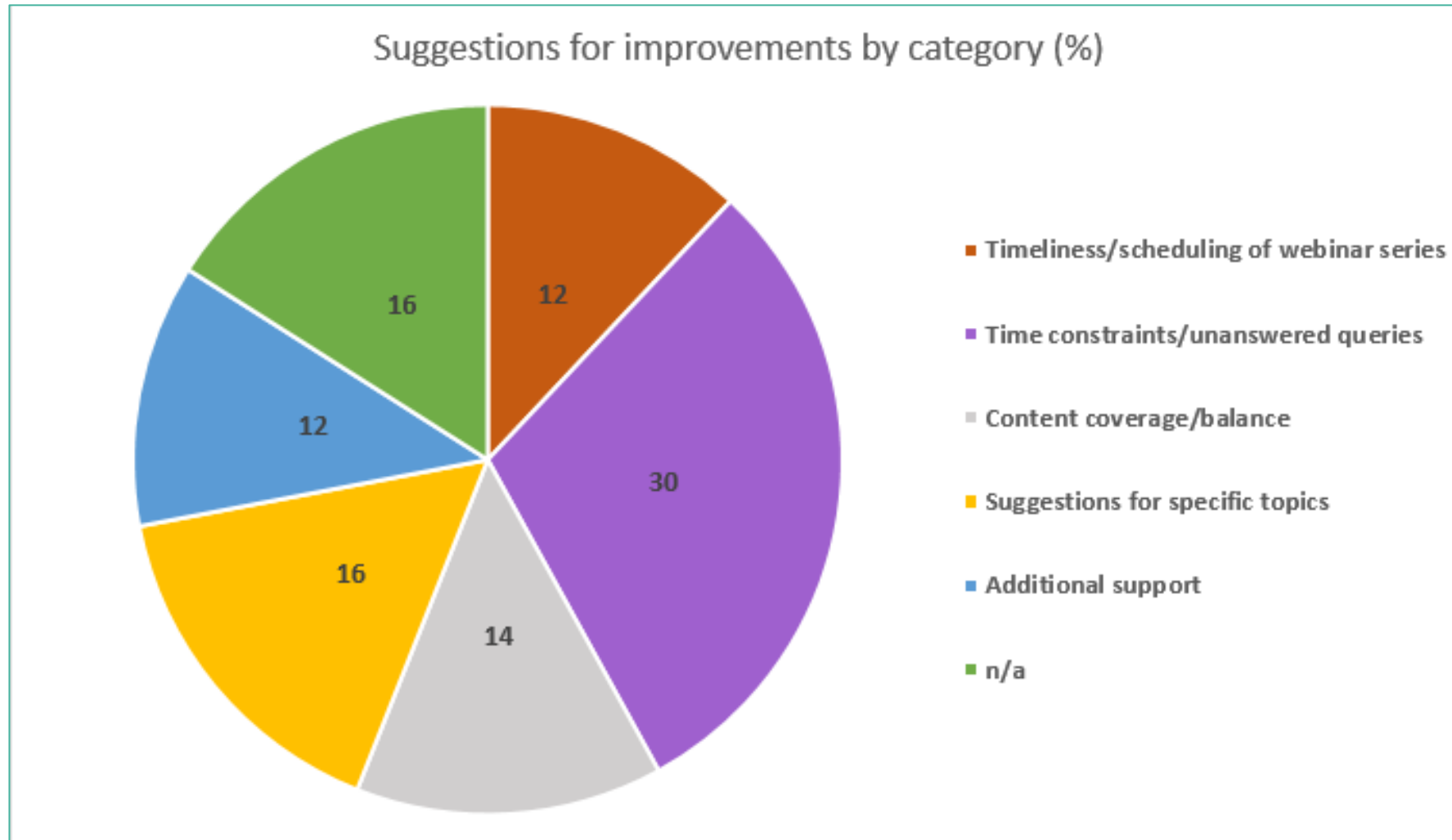
Engagement with the Referencing Guides



Satisfaction rating (feedback surveys 1 to 3) (n=35; 18; 11)



Suggestions for improvements



Future plans

- More webinars
- Address access by making edited videos downloadable
- More engagement analysis (live and recorded)
- Deeper qualitative exploration
- Collaboration with faculty
- Use of collaborative space
- Further Guide updates (web-based version)

Referencing workshop series

These videos have been created from a series of five referencing workshops. Each workshop is split into two main sections; firstly, instruction on a referencing-related topic and secondly, student queries.

You should find answers here to many of your referencing questions.

1: Plagiarism and common knowledge

2: Constructing references from scratch

3: Critically evaluating sources and peer-review

4: Identifying and referencing different item types

5: Series recap and referencing FAQs



Referencing Workshop 1: Plagiarism and common knowledge

Ann Byrne & Irene O'Dowd
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