

Guide to referencing

Introduction

Referencing is a system used in the academic community to indicate where ideas, theories, quotes, facts and any other evidence and information used to undertake your portfolio of evidence can be found.

Why you need to reference your work

- To avoid plagiarism, a form of academic theft.
- Referencing your work correctly ensures that you give appropriate credit to the sources and authors that you have used to complete your work.
- Referencing the sources that you have used in your portfolio of evidence demonstrates that you have undertaken wide-ranging research in order to create your work.
- Referencing your work enables the reader to consult for themselves the same materials that you used.

What you must reference

All the information you have used in your work will need to be acknowledged. It is essential to make a note of all the details of the sources that you use as you go along. Harvard examples in this guide are based on guidance in:

BRITISH STANDARDS INSTITUTE. (2010). BS ISO 690:2010. *Information and documentation - Guidelines for bibliographic references and citations to information resources*. Switzerland: ISO Copyright Office.

NEVILLE, C. (2010) *The Complete Guide to Referencing and Avoiding Plagiarism*. 2nd Ed. Maidenhead: Open University Press.

Referencing using the Harvard system

The Harvard system of referencing is known as the Author & Date system and:

- citations in the text of your portfolio should be made following the in-text guidelines given in the examples on the following pages
- a complete list of all the citations used in your text will need to be provided at the end of your portfolio and is called your reference list or bibliography, it needs to be presented in alphabetical author/originator order

Use of capitals, italics and punctuation

Harvard is not prescriptive about capitalisation of authors' names in your reference list. If you do wish to use capitals, then the family/surname of authors are only capitalised in this reference list and **not** in the body of your work. If you prefer not to use capitals in this list, that is fine, but you must be consistent in the style you decide to use.

Only the title of the source of information is italicised.

The Harvard system has no one true style of punctuation so the generally accepted rule (BS ISO 690:2010) is to be consistent with your style of punctuation throughout the whole of your work.

Examples of using the Harvard referencing system

Book – single author

Format PETTY, G (1998) *Teaching Today*. 2nd Ed. Cheltenham: Nelson Thornes.

Examples:

- Petty (1998) argues that ...
- “Motivation is regarded by experienced and inexperienced teachers alike as a prerequisite for effective learning, and the greatest challenge that many teachers face is to make their students want to learn.” (Petty, 1998, p35)

Book – 2 to 3 authors

Format BURKILL, B. and EATON, R. (2011). *Developing Teaching and Learning*. New Delhi: Cambridge University Press.

Examples:

- Burkill and Eaton (2011) argue that
- As noted by Burkill and Eaton (2011) ...
- “Piaget’s research formed the basis of constructivist learning theory.” (Burkill and Eaton, 2011, p21)

Books – 4 or more authors

Format ARMITAGE, A. et al. (2003) *Teaching and Training in Post-Compulsory Education*. 2nd Ed. Maidenhead: Open University Press.

Examples:

- Armitage et al. (2003) note that ...
- “Just as many of us, consciously or unconsciously, tend to use those teaching strategies, we experienced as learners, so our own experience of being assessed plays a key role in the development of our repertoire as a teacher.” (Armitage et al., 2003, p154)

Book – Editor(s)

Format BEEDLE, P. and BURKILL, B. (ed.) (2008) *Reflections on Teaching Today and Tomorrow*. Cambridge: Cambridge University Press.

Examples:

- Beedle and Burkill (2008) note that ...
- “A simple step such as keeping a regular professional journal can record the successes and difficulties, ideas and possible developments which spring from teaching and learning sessions.” (Beedle and Burkill, 2008, p8)

Chapter in an edited book

Format WADEKAR, S (2008) *Identification of learners' needs in teaching and learning*. In BEEDLE, P. and BURKILL, B. (ed.) (2008) *Reflections on Teaching Today and Tomorrow*. Cambridge: Cambridge University Press.

Examples:

- As noted by Wadekar (2008) ...
- "Being a teacher, i.e. facilitating learning to meet the individual and unique needs of learners, is an exciting but challenging role." (Wadekar, 2008, p62)

Website

Format ATHERTON, J. (2013) *Learning and Teaching; Constructivism in learning* [On-line]
Available from: <http://www.learningandteaching.info/learning/constructivism.htm>
[Accessed: 21 December 2014]

Examples:

- As noted by Atherton (2013) ...
- "Constructivism — particularly in its "social" forms — suggests that the learner is much more actively involved in a **joint enterprise with the teacher of creating** ("constructing") **new meanings.**" (Atherton, 2013)

Journal article (online)

Format RYAN, R. and DECI, E. (2000) *Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions*: [On-line] *Contemporary Educational Psychology* **25**, 54–67 (2000).
Available from: <http://www.selfdeterminationtheory.org/SDT/documents/>
[Accessed: 21 December 2014]

Examples:

- Ryan and Deci (2000) think that ...
- "People have not only different amounts, but also different kinds of motivation." (Ryan and Deci, 2000)

Journal article (printed)

Format POWELL, K. and KALINA, K. (2009) *Cognitive and Social Constructivism: Developing Tools for an Effective Classroom*. Education Resources Information Center (ERIC). *Education*, v130 n2 p241-250.

Examples:

- Powell and Kalina (2000) explain that ...
- "An effective classroom, where teachers and students are communicating optimally, is dependent on using constructivist strategies, tools and practices." (Powell and Kalina, 2000)

Newspaper (online)

Format BEADLE, P. (2005) Red all over: Thorough marking of a child's work can cement a special creative relationship. *The Guardian*. [Online] Tuesday 10 May 2005.
Available from: <http://www.theguardian.com/education/2005/may/10/teaching.schools>
[Accessed: 21 December 2014]

Examples:

- Beadle (2000) contends that ...
- “Any fool can come up with a five-step lesson plan (formulated in the five steps before you get to the classroom door), but a teacher who knows exactly who their children are, and what it is they need to learn, is a teacher who is armed with fistfuls of gold and magic.” (Beadle, 2000)

Films, DVD, etc.

Format *Requiem for a Dream*. (2000) Film. Directed by Darren Aronofsky. [DVD] UK: Momentum Pictures.

Example

- ... this is highlighted by Harry's character in the film *Requiem for a Dream* (2000).