

Southampton Business School Peer Learning : Harvard Referencing

Date: \ \	Time: From- To-	Location:
Aims of the session	<ul style="list-style-type: none"> ● Discuss the importance of referencing in academic work ● Practice using university guides to Harvard Referencing ● Raise awareness of pro's and con's of referencing apps like RefME 	
Preparation before the session	<p>Register</p> <p>Referencing guide at → Cite Them Right Online homepage - http://www.citethemrightonline.com/</p> <p>Printed copies are at the library too → Cite Them Right book, Pears, R. and Shields, G. (2016) Cite them right: The essential referencing guide, 10th ed. London: Palgrave Copies of sample of academic writing</p> <p>Whiteboard pens/ rubber</p> <p>Set up room for small group work if possible</p> <p>Ask students, if they can, to bring along a smartphone so that they can access the referencing guide online</p>	
Timing	Activities	
Introduction (5 mins)	<p>Pass around the register for the session. Welcome the students and introduce yourselves.</p> <p>Explain what peer learning is (i.e. a chance to learn from each other in a relaxed student-led environment) and what it isn't (i.e. you are not there to teach or provide answers).</p>	
Icebreaker (10 min)	<p>Conduct a short icebreaker to get the group talking to each other and join in so that your group is relaxed and knows your names. See Icebreakers sheet for ideas.</p> <p>Icebreaker is optional depending on the students who attend.</p>	
The basics (10 mins)	<p>Split students into small groups of 3-4. Ask them to write down a few bullet pointed ideas on the following questions, point them towards the basics tab on the cite them right website for help if needed:</p> <ol style="list-style-type: none"> 1. Why do we have to reference? 2. What kind of stuff should be referenced? 3. How do you think you should refer to a reference in your writing 4. What even is a reference and a citation? <p>After 5 minutes come together and have a whole discussion about their ideas and what you think. Some discussion ideas linked to the questions:</p> <ol style="list-style-type: none"> 1. Avoid plagiarism, proof of academic evidence 	

Southampton Business School Peer Learning : Harvard Referencing

	<ol style="list-style-type: none"> 2. Everything which is somebody else's ideas, opinions and work, but not common knowledge 3. Idea of using in text citation, with a reference list at the end of your work 4. A way of crediting the author of the work to which your idea and text is based upon. A citation links the reference to place in text it is used
<p>Citing, Quoting and Paraphrasing (10-15 minutes)</p>	<p>In small groups look at different ways of citing references in a short piece of academic writing.</p> <p>Ask each table to work together on the example essay (print document called 'Example essay' per group) to identify whether each citation is a direct quote or a paraphrase. After a few minutes ask some of the tables to feedback their answers to the whole group. Questions you could ask (with page reference on cite them right in brackets to help):</p> <ul style="list-style-type: none"> ● Why do the brackets sometimes include the author and date and sometimes just the date? (Setting out citations in your own writing- setting out citations) ● Do you notice any differences between long and short quotes? (Quoting, paraphrasing and summarising in your text- setting out quotations) ● As well as the author/ date, what extra piece of information do you need in the brackets for a quote? (Quoting, paraphrasing and summarising in your text - Setting out quotations) ● How many times should you quote in an essay? (Quoting, paraphrasing and summarising in your text - Setting out quotations) ● What is a paraphrase? (Quoting, paraphrasing and summarising in your text- paraphrasing) <p>If they do not know the answers, do not answer them – refer them to the referencing guide to find the answers for themselves (you could give them a pointer with the page references above). <i>This will get them into the habit of using the guide when they write essays!</i></p>
<p>Creating references (30 minutes)</p>	<p>Creating references activity. Using the 'Creating references activity' document print out a set of the example sources (Book, ebook, journal article, website) per group of 3-4 students. Give the groups 10 minutes to use the guide and write a reference for each of the sources.</p> <p>Going through each source, one by one, get each group to write their reference on the whiteboard at the front. Compare what each group comes up with and encourage students to discuss as a whole, using the cite them right website to decide who (if any) is correct and where mistakes were made. It is important that you ask the group to spot any mistakes as critiquing each other's answers will help them to learn. You could give a small prize for the best group.</p> <p>Use the answers at the end of the 'creating references activity' doc to guide them in the right direction and reveal the solutions</p>

Southampton Business School Peer Learning : Harvard Referencing

<p>RefME (15 minutes)</p>	<p>Note: this is only recommended if you are familiar with using referencing apps like Cite this for me. We suggest you work through the activity yourself before running this activity. Always have a backup activity in case the technology doesn't work!</p> <p>Invite the students to install 'Cite this for me' on their mobile devices. If they register with their University email they will get free access to the premium features of the app. Alternatively point them towards the refme or cite them right website.</p> <p>Practice different ways of collecting references:</p> <ul style="list-style-type: none"> ● Scan book barcode ● Search book or journal ● Paste URL ● Enter manually <p>Export results and ask everyone to compare the results to the examples in the referencing guide and 'mark' the references that the website has created (this makes the point that you need to proofread and amend the results of referencing apps).</p>
<p>Ending the session (5 minutes)</p>	<p>Thank the group for their participation. Ask them if they have any questions for the next session (the topic will be how to structure an essay). Let the group know how they can get in touch if they have any further questions. Let the group know how they can book to attend the next session.</p>
<p>Back-up plan(s)</p>	<p>There will not be time to run all of these activities. Choose which you would most like to cover (or create your own!). You could have the other activities in reserve as a backup.</p>

Session Plan