Harvard referencing system
Learning objectives

At the end of the session you will -
– understand why we reference and how to avoid plagiarism
– understand what the Harvard referencing system is,
– know of the tools available to help you reference correctly,
– have more confidence to use the tools to reference your work in the Harvard style.
Why reference at all?

- Knowledge develops by building on the ideas and work of others.
- Referencing acknowledges other peoples’ ideas.
- It allows sources to be easily located by the reader.
- Other people’s ideas, words, images must be acknowledged and this is part of *academic honesty* - failure to do this is *plagiarism* and is an assessment offence at Abbeydale.
Assessment offences

– Plagiarism
– ‘Passing off someone else’s work whether intentionally or unintentionally as your own...’ (Carroll, 2002).
Referencing is good academic practice and also allows you to:

- keep accurate records of your sources,
- identify all material that *needs* referencing,
- demonstrate that you’ve read around the topic, and show the level and quality of your sources and how you’ve developed your own ideas,
- paraphrase, summarise and quote correctly in your work.
Harvard referencing system at Abbeydale

- There are many referencing systems available and they are just a standard method for describing an information source.
- The main system at Abbeydale is Harvard
- Acknowledge in your work where you are using someone else’s idea by citing.
- List all the sources in an alphabetical reference list at the end.
So what does it look like?

There is very little literature written on the adaptation issues faced by direct entry students to higher education. Pike and Harrison (2011) investigated the experiences of further education direct entrants adapting to the new teaching styles and academic levels. Common concerns relate to “academic ability, student support, integration and need for closer links between teams across institutions” (Pike and Harrison, 2011, p.58). Christie, Barron and D’Annunzio-Green (2013) observed that whilst the transition experiences of direct entrants is comparable to students entering their degree as first years becoming familiar with how the university system works, issues are exacerbated for direct entrants because “they have less time to adapt to the new regime and their needs are often less visible” (Christie, Barron and D’Annunzio, 2013 p.623). These studies focused on home-based direct entrants. Quan, Smailes and Fraser (2013) document the academic and social pressures
So what does it look like?

9. References


Website’s and app’s to help you...

Online reference generators
- www.citethisforme.com
- www.refme.com
- http://www.neilstoolbox.com/bibliography-creator/
- www.harvardgenerator.com/

Phone/table applications
- CiteScan Harvard Reference Generator app on iTunes 79p
- RefME - Referencing Made Easy app on Google play