Trust me, I’m the expert!

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University of York
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Which of the following references are correct?


<table>
<thead>
<tr>
<th>Confidence Level</th>
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<tbody>
<tr>
<td>Extremely confident</td>
</tr>
<tr>
<td>Quite confident</td>
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<tr>
<td>I made an educated guess</td>
</tr>
<tr>
<td>I'm not sure...</td>
</tr>
<tr>
<td>I just hit a random button!</td>
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So, which of the following are correct?


All of them!
What issues do you feel students struggle with when referencing?
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
Who would you trust the most to teach referencing?

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?
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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