

## **Student Hub Live Bootcamp - day 2, part 4**

[MUSIC PLAYING]

KAREN FOLEY: We have some sensible stuff in the studio now. I'm joined by Fiona Durham. Thank you for coming along and rescuing me from this madness.

I have a question for you, Fiona, because you're here from the library. And we're going to talk a little bit about referencing. And we will have a widget up that says which of these following describes your feelings about referencing.

We're very psychology related, aren't we? But it's easy. You're fairly confident. You're often unsure. Or it's a struggle.

Referencing was the second most popular thing that came up from last week's activities where we asked students what skills they'd like to brush up on. So Fiona Durham, thank you for joining me.

FIONA DURHAM: It's good to be here. Thank you for inviting me.

KAREN FOLEY: That's all right. We have a session. I have a question for you from Wendy Marfleet who's doing applied linguistics.

And she says, "A few of us in our forms of exchange--" she asked about OU Annotate is apparently being discontinued. And she'd like to know if there are any other electronic or online ways that you could recommend people use referencing tools.

FIONA DURHAM: Referencing tools. Not quite the same as OU Annotate, actually. It's where you can collect a number of references together in a tool and you can output them in a particular bibliographic style.

We actually run a library online training session called Introduction to Reference Management Tools. And we run it on a regular basis, or there's a recording you can go to as well. And that'll give you lots of information about what the different tools are and what the pros and cons are of each one.

KAREN FOLEY: OK.

FIONA DURHAM: So I recommend the online training.

KAREN FOLEY: So you recommend online training. You're not going to give Mendeley a plug.

FIONA DURHAM: No, I'm not.

KAREN FOLEY: Fair enough. That's fine.

FIONA DURHAM: No, but we cover several tools.

KAREN FOLEY: Right. Now, you've got some things with us today. And what we really wanted to focus on here is how to reference and why to reference.

FIONA DURHAM: Right. So I'd like to start off by talking about why we reference, and obviously the major thing--

KAREN FOLEY: Because it's fun.

FIONA DURHAM: Because it's fun. No. Judging by the inquiries to the library help desk, students really hate referencing. But the main reason, of course, is that you have to acknowledge your sources. You have to acknowledge other people's ideas.

And the way you do that is by referencing. And if you don't do it, then it's called plagiarism and you can lose marks or even not get your essay marked at all. And then of course there are other reasons as well, like for example so that you can support an academic argument. It keeps your tutor happy.

And your tutor can actually see that you've read around the subject. So what I want to do at the moment is I'm going to give you a very short example of how to reference.

KAREN FOLEY: Brilliant. I'm glad you are, because 53% of our audience are unsure about it, whereas 29% are fairly confident about referencing. So I hope for the ones who are a little bit unsure you can tell us how to get better at it.

FIONA DURHAM: Right. OK. And as you may know, I'm a serial OU student. I love studying OU modules. And my most recent one was "The Frozen Planet," which was written by Mark Brandon and David Robinson in 2011 and published by the Open University.

So it's all the information you need to know. And in my end of module assessment, I was actually asked to write 800 words on the adaptations that fish need to make in polar waters in order to live when in freezing conditions.

So I'll start with my first prop, which is a *Champsocephalus gunnari*, known to its many friends as the mackerel icefish.

KAREN FOLEY: OK.

FIONA DURHAM: And it lives in the freezing waters of the Antarctic. And in my essay, I wrote, "Haemoglobin can become very thick and viscous at naught degrees centigrade. Icefish living in freezing polar water have an almost complete lack of haemoglobin, which makes their blood flow more easily and gives them characteristically very pale flesh."

Now, I do--

KAREN FOLEY: And you wrote all that in your own words.

FIONA DURHAM: That's all my own words, yes. I didn't know that before I studied the module and I don't suppose you knew that either, Karen.

KAREN FOLEY: I didn't.

FIONA DURHAM: So I have to acknowledge this.

KAREN FOLEY: You do. You certainly do.

FIONA DURHAM: That's right, yes. So in order to acknowledge this, I have an in-text citation. And as we said, the module book is by Brandon and Robinson.

KAREN FOLEY: OK.

FIONA DURHAM: And I found this information on page 75.

KAREN FOLEY: Right.

FIONA DURHAM: Published in 2011.

KAREN FOLEY: Is the page number important?

FIONA DURHAM: It is or it isn't depending. It's one of those things with referencing. So if it's a direct quote, you should have the page number. And the page number is helpful if you've got a very specific piece of information.

You don't have to have it if you're quoting some information from several different pages. But I've helpfully put this in for my tutor so that--

KAREN FOLEY: You certainly won't get marks off, would you?

FIONA DURHAM: No, you wouldn't get marks off for putting the page number.

KAREN FOLEY: --but it can be helpful. In particular, I guess, because there's a lot of information in this chapter.

FIONA DURHAM: That's right.

KAREN FOLEY: And this says, I know for sure where I got this from and where it's relevant.

FIONA DURHAM: That's right.

KAREN FOLEY: OK, brilliant. And then you need something in addition to this in text reference?

FIONA DURHAM: That's right. Once you've got your in-text citation, which goes after-- and even though I wrote it in my own words, I still need to have the in-text citation because it's not common knowledge. It's something I've found elsewhere.

Then at the end of the assignment, you have your full reference.

KAREN FOLEY: Right.

FIONA DURHAM: And this is so that you can actually find the information that you've actually put into the in-text citation. So this means that your tutor can now go off and find this particular piece of information.

As you can see, Brandon and Robinson are the authors. It was published in 2011. And "*The Frozen Planet*," which is the name of the book, is in italics, which is the way it works in this particular style.

KAREN FOLEY: Yeah.

FIONA DURHAM: And then we've got Milton Keynes, the Open University. So this is an in-text citation for a module book.

KAREN FOLEY: OK. Brilliant.

FIONA DURHAM: Oh, it's not an in-text. Sorry. It's the final reference for the module book, and that was the in-text citation.

KAREN FOLEY: Ah. Excellent. So why do students struggle with this, then? It all looks fairly self-explanatory.

FIONA DURHAM: Well, I suppose it is and it isn't, really. One of the things I would like to mention is that students really need to look at their assessment on the module site because that's where usually you'll find the information about how they want you to reference in the module.

And the assessment guidance may actually contain a link to something called the OU Harvard Guide, which is the standard referencing style for most OU modules. There are a few that don't use it, but the vast majority do.

So I would say go to your module. Look at the assessment guidance and see what kind of referencing you're being asked to use. And if you are going to be using the OU Harvard Guide--

KAREN FOLEY: That's a pretty thick guide.

FIONA DURHAM: This is what it looks like when it's printed out. It's normally accessed online. You can find a link to it either on the Resources page of the Student Hub Live, or there is actually a link to it on the Library home page as well.

KAREN FOLEY: Well, I can see why you put people off, Fiona, brandishing a heavy 50 page guide like that. Tell us what they really need to reference.

I mean, often they're having to reference a module book, like this. And maybe they have a multimedia activity, again on the module. They have to refer to the module texts and assets.

FIONA DURHAM: Section seven.

KAREN FOLEY: Yes. So they have to reference a multimedia thing and a module book often. So they might just have a couple of references. So I can see why they're put off with all

of this, but there are-- to be completely fair-- there are these complexities, aren't there, with the Harvard Guide.

And there are lots of things that people might need to research, like where they've accessed something online, for example. But most of our students don't need to worry about that, bearing in mind that who we're talking to today are mainly level one students.

FIONA DURHAM: That's right, yes.

KAREN FOLEY: So if they could get the hang of just a couple of things with referencing, what would you say the most important things are? It's obviously the module chapters.

FIONA DURHAM: That's right. Well, I would say the most important thing is section seven of the guide, which is OU module material. And it covers things like videos and the texts and whether it's an online or a print module material.

KAREN FOLEY: Yeah.

FIONA DURHAM: So that's the main bit in this. The online guide is actually searchable. So you can just stick whatever you're looking for into it and it should hopefully come up.

KAREN FOLEY: OK.

FIONA DURHAM: And very often on a level one module, the assessment will actually give you some examples of how the module team want you to reference the particular branch of knowledge.

KAREN FOLEY: You can cut and paste those, even, couldn't you, I suppose, if they were chapters.

FIONA DURHAM: Just fill in the different bits.

KAREN FOLEY: No excuses.

FIONA DURHAM: That's right.

KAREN FOLEY: But once students got the hang-- because what you're saying, I guess, is that there is a structure. So you're talking about first name, comma, last name. Full stop. Parenthesis. Yeah.

You know, there is a structure there that people could use to then just insert whatever they were doing. Do students ever do that?

FIONA DURHAM: That's right, yes. Well, I hope they do. I think most students actually get the hang of referencing, certainly by level two or three.

KAREN FOLEY: Yeah.

FIONA DURHAM: Although by the time they get to level three, they're starting to find lots of things which aren't in the OU Harvard Guide.

KAREN FOLEY: Yes, of course, of course.

FIONA DURHAM: Despite how comprehensive it might look, there's always something that students will find that's not in here.

KAREN FOLEY: OK. So how to reference, then, is important. When to reference is also important so that we're not plagiarising.

So we spoke earlier about having at least one piece of evidence in each paragraph of an essay, for example. So you would need at least one accompanying reference. So people are needing to reference quite a lot. Can you over-reference?

FIONA DURHAM: I think it probably depends on your tutor, actually. Because as a librarian, I would say that you probably didn't want to have a reference after every sentence. That would look horrendous.

KAREN FOLEY: Yes.

FIONA DURHAM: So I think one of the things that I would say, apart from checking your module materials, is also check with your tutor about the way they want you to reference the assignments.

KAREN FOLEY: Brilliant. Excellent. Yes. I always like it when students talk to me about how they reference. I think it's always a very, very good, positive sign.

But you also have some resources available, and the library have a fantastic tool. Ruth, in fact, says it's so nice to see you on screen because you've been so helpful to her on the website. So that's nice. You've got a fan there.

But you do have live chat. And you do have various, as you say, training sessions and things on referencing as well as other library sources. Where could students go to find out more about that?

FIONA DURHAM: Well, we have actually got some links on resources as well for something called Being Digital. And there is referencing pathway in Being Digital, and it covers the most common things that students need to reference.

And they're about five minute activities, and they run through what's available in the OU Harvard Guide and what you'd actually need to put into a reference.

KAREN FOLEY: Excellent. Well thank you very, very much, Fiona Durham, for coming along today. We've got many sessions with the library, and you've been absolutely fantastic.

We've got some resources available on the website. And we'll be showing you a little video, one of our bub characters as well, and talking about plagiarism after we finish the end of this session.

[WHIRRING]

ANNIE: I thought that was a really good idea.

KAREN FOLEY: I could have put money on something bad happening.

ANNIE: Yeah.

KAREN FOLEY: You've taken it too far now, Annie.

ANNIE: It was HJ's idea, so--

HJ: What?

ANNIE: Sorry.

HJ: Don't put this on me.

ANNIE: Yeah. I told you it was a really bad idea, but--

KAREN FOLEY: We are going to be in so much trouble.

ANNIE: That's what I said so.

HJ: Annie keeps going on about my mess.

KAREN FOLEY: HJ.

HJ: We've got popcorn everywhere.

ANNIE: Yeah, told you.

HJ: Popcorn everywhere.

ANNIE: Oh, dear.

HJ: I think--

ANNIE: It's fine. We'll be able to clean this up no problem.

HJ: Yeah.

ANNIE: It'll be under control.

HJ: Will it though?

ANNIE: Yeah.

HJ: Will it?

KAREN FOLEY: It would be so wrong of me to say I'm very disappointed, wouldn't it? I'm going to say that. I'm not going to say that.

OK. Well, we're coming towards the end of this session. I hope you've enjoyed it. I certainly have. I've learned a lot, and I hope that the students at level one in particular have learned an awful lot.

And those of you at level two, I hope you've picked up some bits. As I say, next week we're doing critical thinking, and that will be a real interesting discussion for those of you at level two, as well as level one.

I'm going to pull up some widgets because like everything with the OU, I just want to check our learning outcomes. And two I had today were do you feel that you know more about the online learning environment now, yes or no?

94% of you say yes. Good. That's a tick. OK.

Have you picked up something new you can apply to the writing process? 97%. Excellent. Oh, Nikki will be delighted with that. OK.

And I'd like to know which three words spring to mind about anything. So about how you're feeling right now, about the cake that we've got going on here, about the popcorn that is certainly going on over there, or just anything that springs to mind. And we'll wrap up with that in just a couple of minutes.

But please do tell us in the chat what you think about these sessions and if they've been useful. If you've got any ideas about things you'd like included. If you've got any feedback, please let us know. Because we're going to be keeping the chat open for another half an hour at the end of the session.

HJ and Annie-- and in particular HJ-- I'd like to thank you for being here. Annie, I thought you'd be a lot more sensible than Sophie was.

ANNIE: Girl power.

KAREN FOLEY: But in all seriousness, thank you, you two. You've been absolutely brilliant. Is there anything else you'd like to say before we end?

HJ: Well, I think one thing I would say is I think Julia gets me, that this is organised chaos. It's not mess. So I would pull that one out.

But I think we've just had so much fun chatting to everyone and seeing everyone's selfies. We've had loads come in. So if we haven't got to yours, check our Twitter page, @StudentHubLive, and we'll make a little post about all the wonderful selfies that we've had.

ANNIE: Yes. Also, Ruth C. said that it's really nice to see you here, Fiona, and your website is really, really helpful. So she's very thankful for that.

And we have-- I mean, I think this selfie is the best on the show, I've got to say. So let's just show this beauty.

HJ: I wonder who sent that one in.



ANNIE: This is really live coverage right now.

HJ: Oh, yes.

ANNIE: So that is definitely going up on the board.

HJ: But we've loved those, everything you sent us. And we'll make sure we get back to you and send something back to you too, because it's only fair.

But remember-- because there's so much great chat going on today-- if there was anything we missed and anything you want to know, email us. [Studenthub@open.ac.uk](mailto:Studenthub@open.ac.uk), and we'd love to get back to you. But yes. All good things.

KAREN FOLEY: We do. Because we do monitor our mailbox and we do love all your messages and things. So please do let us know what you think.

Well, we've got the results of the poll on the cake. I did promise you a cake widget, and we have one. At the moment, I think it's 41% of you liking carrot cake, 42% chocolate. So a fairly close tie.

Only 4% like lolly cake. Clearly there's no one else from New Zealand around here. Or no one who likes my fabulous lolly cake concoction made of butter, condensed milk, biscuits, and sweets. Delicious.

I'd like to thank my guests who've been on here. Georgina Blakeley, who's looked at learning how to study online. Mark Nichols, who's been looking at making the most of the online learning environment.

Mickey Harlow, who's taken us through note taking and essay planning and writing. And of course, Fiona Durham, who's been talking to us about referencing.

There are resources, as I've been mentioning, available on the website. So please do take a look at those. In particular, those guides to essay writing and note taking.

We've also got some forums on the website. And again, we monitor those. So if there's anything you'd like to discuss, any of the activities you'd like to take part in. And let us know how you're getting on with them. Please do that. It's your space to share things with each other.

There's a short feedback form on the website as well. So if you have a spare five or 10 minutes, please do-- in fact, it probably won't even take that long unless you've got loads of ideas. But you can just tell us what you thought of this session, or you can email us, [studenthub@open.ac.uk](mailto:studenthub@open.ac.uk), with any thoughts that you have.

There's a Count Me In button so you can go on our mailing list because we've got a lot of these events lined up, so we'll make sure to let you know when those are on. And again, that's available on the website.

And as HJ's been saying, our Twitter feed is [#StudentHubLive16](https://twitter.com/StudentHubLive16), and the handle is [@StudentHub](https://twitter.com/StudentHub). So if you've got any thoughts or questions, or you'd like to let us know what

you'll be eating next week when we do critical thinking, then please do send us your ideas and suggestions.

The chat room's going to be open for another half an hour so you can also goodbye, and then we're going to close it down. After this session ends, we're going to play a couple of short videos just to amuse you and to teach you about plagiarism.

Our next event on Monday the 19th of September is on critical thinking. If you've enjoyed this, go to Welcome Forum. Tell other students about it. And try and get other people to come along as well.

So please do that if you find it useful, and I hope that you can come again next week. Well, that's all from us at Student Hub Live. Thanks for being here, and we hope to see you very soon.

[MUSIC PLAYING]