

Lesson Plan

Title: Referencing				
Stage / School: Stage 1 - Engineering	Date of session: Spring Term	Duration: 60 mins		
Type of Session: Interactive Lecture	Number of students expected: 124			
Context (<i>Is this session part of a series? Is it for a particular assignment?</i>):				
<p>Students on this module often struggle with referencing using the Harvard at Newcastle style. For their module coursework they submit a group report, but they tend to write sections of this individually then merge them together later. This means that referencing through the piece of work can vary between author(date) and numbered styles, and often groups will submit a different reference list for different chapters, rather than one cohesive bibliography. Students also have a habit of referencing all things found online, such as articles/reports, as websites. They particularly struggle with constructing accurate references for further information types such as websites, news articles, and photos/images.</p>				
Aim(s) (<i>What is the purpose of the session?</i>): To make students aware of the importance of referencing and provide them with tools to help them reference correctly.				
Learning outcomes (<i>what the students will be able to do by the end of the session?</i>): By the end of the session students will be able to:				
<ul style="list-style-type: none">• Describe what referencing is and why it is important.• Identify the preferred referencing style for their module.• Construct an accurate reference for the most commonly used information types in their discipline (e.g. books and journal articles).• Construct an accurate reference for websites, images and news articles.• Proofread their referencing for common mistakes and rectify them accordingly.• Locate and use the sources of referencing help available (such as Cite Them Right, Referencing Guide, Library Help and Writing Development Centre).				
Pre-session work required by students: No	Resources Embedded on Blackboard: Lecture Slides Cite Them Right Tutorial Managing Information Subject Guide: https://libguides.ncl.ac.uk/managing ASK Online referencing videos: https://internal.ncl.ac.uk/ask/academic-integrity-referencing/			

Timings	Content/topic	Teacher Activity	Student Activity	Resources used
2(2)	Introduction: Introduce presenters. Share learning outcomes and session outline.	Explaining.	Listening / observing.	Slides.
15(17)	Activity 1: Referencing jigsaw game - 6 teams around the room. - Put the large reference pieces into the correct order. - Fastest, correct answer wins a prize.	Explaining/ facilitating. Provide feedback on any mistakes in the order of reference pieces to teams.	Listening/taking part in activity.	Referencing jigsaw pieces in Harvard at Newcastle style for a book, journal article, blog, online news article, website and an image.
2(19)	Referencing – Good practice Highlight key reasons for why referencing is important and emphasise the need for referencing to be comprehensive, accurate and consistent.	Explaining.	Listening / observing.	Slides.
3(22)	Cite Them Right Online Demonstrate how to get to Cite Them Right (through referencing guide or through library search, explain that they need to go through these channels to access it off campus). Point out that you can either browse or search by information type - search for Twitter as an example. Refer to Cite Them Right tutorial built into Blackboard.	Explaining.	Listening / observing.	Slides / Cite Them Right / Blackboard.
1(23)	What to include in your reference? Overview of what you need to include in your references; - In-text citations. - Reference list. - Images, tables and diagrams.	Explaining.	Listening / observing.	Slides.
1(24)	Referencing different information types Explore the structure of referencing examples for different information types in Harvard at Newcastle style.	Explaining.	Listening / observing.	Slides.
1(25)	Secondary Referencing What it is and why you should always try and find the original source.	Explaining.	Listening / observing.	Slides.
1(26)	Referencing example Discuss example of how in-text citations work in an essay and how references are displayed in the final reference list.	Explaining.	Listening / observing	Slides.

3(29)	Referencing online resources: What to take note of when referencing online resources.	Explaining.	Listening / observing.	Slides.
10(39)	Referencing help Demonstration of where to find citations on: <ul style="list-style-type: none">• Library Search.• Google Scholar.• ProQuest.	Explaining/demonstrating.	Listening / observing / following on their own devices.	Slides.
10(49)	Activity 2: Writing a reference Display the bibliographic information page from a scan of a print book. Students to write an accurate reference using this information on Padlet (can type in or write on paper and take a photograph to upload).	Explaining activity. Discuss responses on Padlet, eliciting ideas for what could be improved.	Listening/complete a reference in Padlet. Highlight errors made and suggest improvements.	Slides / Visualizer / Padlet.
1(50)	Sum-up key learning using learning outcomes.	Explaining.	Listening / observing.	Slides.
5(55)	Where to find further help. Students write on a post-it note answers to following questions: <ol style="list-style-type: none">1) What is the main point you will take away from today?2) Do you have any unanswered questions? (Questions will be replied to on Blackboard).	Explaining.	Listening / observing/participating in post-it note task.	Slides / Managing Information Guide / Blackboard / post-it notes.