

<b>Document Title:</b>	Conventions for Scholarly Referencing
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## Conventions for Scholarly Referencing

### 1. Context

Citing of references or sources used in written assignments is an academic convention, the objective of which is to acknowledge the work of other writers, locate the evidence on which an argument is based, and enable others to locate sources referred to as quickly and as easily as possible. These guidelines, therefore, are meant to provide practical assistance in achieving those objectives.

The readings, ideas, theories and findings which have directly influenced scholarly work must be cited even if these have been paraphrased. In correctly acknowledging the work of others, plagiarism is avoided. Plagiarism is defined as the submission of work that is not the writer's own work, without acknowledgment of the source<sup>1</sup>. Marino Institute of Education (MIE), views plagiarism as a major offence.

### 2. Purpose

Although different academic disciplines use various styles and formats of citation, the MIE guidelines are based on the system of referencing developed and used by the American Psychological Association (APA). This system is an author-date system. The author-date system uses citations in the text (the author's surname and year of publication) with full information about the source in an alphabetic reference list which contains all sources, and only those sources, cited in the text. An accurate reference list reflects well on the writer as a careful researcher.

### 3. Procedure

The key features of the APA system of citation are in-text citation, and a list of references at the end of a paper, essay, article or assignment. Endnotes are not used and a bibliography (which lists resources other than those cited in the text) is not included. Footnotes, which provide clarification or additional information, may be used sparingly.

The following sections provide an overview on how to set out citations in academic writing. It is intended for use by undergraduate students. For more detailed information, please consult a copy of the *Publication Manual of the American Psychological Association* (American

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<sup>1</sup> See [Procedure for Preventing and Responding to Cases of Suspected Plagiarism](#)

Psychological Association, 2009). All sources used in a text must be cited. Although the summary guidelines refer to authors, similar conventions apply to artists, photographers, mapmakers and creators of other artefacts.

### 3.1. Citations in the text

Usually in the text it is sufficient to name the author of a work and the year of publication; only occasionally is it necessary to include the title of the book, although this may be more common in some disciplines than others. However, if you are naming a book or a journal in the text (or in the reference list), italics must be used for the title. Use italics too for film titles, music album titles, image titles, podcast series titles, TV series titles, long poems, and a stand-alone TV broadcast. Use double quotation marks<sup>2</sup> for short stories, chapter titles, essays, short poems, one act plays, articles in newspapers, magazines or journals, song titles, episodes of a TV series (Camden-Carroll Library, 2014; Conrey, Pepper & Brizee, 2011; Paiz, et al., 2014).

In an in-text citation system the surname of the author and the date of publication are inserted in the text in the appropriate place. The citation should not disrupt the grammar of the sentence within which it is located. When quoting or summarising a particular passage, include the specific page or paragraph number. If a direct quote is less than 40 words, incorporate it within your text and use double quotation marks. If quoting from a poem, indicate a line break by using a slash (/).

When the quotation is more than 40 words, make the quotation a free-standing, double spaced, indented block of text without quotation marks.

The ability to write good essays is an essential component of your course. The essays may be derivative, as you learn about new areas of study, or original, as you develop your own ideas about a variety of topics. Most essays are likely to be a blend of derived information and original thinking about the implications of what you have discovered. (MIE, 2010, p.2)

The following points should be noted

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<sup>2</sup> Some of these are not covered directly by the *APA Publication Manual* but are based on <https://owl.english.purdue.edu/owl/resource/577/04/> and recommended for consistency.

1. A block quotation begins on a new line is indented 1.3 cm or five spaces from the left.
2. Check that direct quotations are accurate.
3. The author's name, if it appears in the sentence, need not be repeated in the parenthetical citation.
4. If there are two or more authors, all names are listed for the first reference in the text, but in subsequent citations the surname of the first author only should be given, followed by "et al."
5. Use lower case letters after the date if referring to one or more items published in the same year by the same author.
6. When two or more authors have the same surname and were published in the same year, use initial letters of their first names to avoid confusion.
7. Direct quotations should be identified with the page numbers.

Here are some examples of how to use the author-date system in the body of the text.

### 3.2. Single Author

The basic form of the author-date citation in the text of an essay is:

The impact of a teaching internship in an African school can have a transformative effect on prospective primary teachers (Ryan, 2012).

Sometimes the author's name is used within the grammar of the sentence:

Ryan (2012) described how a teaching internship in an African school can have a transformative effect on prospective primary teachers.

### 3.3. Multiple Authors

Two authors:

The basic form of the author-date citation in the text of an essay is:

A great deal of what happens in teaching is spontaneous and unrehearsed and unanticipated (Wragg & Brown, 2001).

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Sometimes the author's name is used within the grammar of the sentence:

Wragg and Brown (2001) state that much of what happens in teaching is spontaneous and unrehearsed and unanticipated.

Two or more works by the same author in the same year are cited using letters to distinguish them

Ball (1990a) outlined a study where she looked at elementary and secondary teachers' knowledge of division with fractions...In another study she outlines how difficult change is even for a dedicated and respected teacher (Ball, 1990b).

Two or more authors with the same surname are listed with the initial of their first name

(O'Brien, S., 2004), (O'Brien, H.W., 1996)

3.4. A direct quotation is followed by the page number identifying where the quotation can be found

Ó Breacháin and O'Toole (2013) note that although the literacy and numeracy strategy purports to be for the good of children and society, "numerous references to economic growth and global competitiveness in an educational document alter the overall tone" (p. 413).

3.5. More than two and less than five authors.

First citation

(Prunty, Dupont, & McDaid, 2012)

Prunty, Dupont & McDaid (2012) consider the merits of special education provision for students with special educational needs.

Subsequent citations

(Prunty et al., 2012)

Prunty et al. (2012) argue that.....

Six or more authors

Hannan et al (1983) noted that boys are more likely than girls to leave school early. Early school leaving is more characteristic of boys than girls (Hannan et al, 1983).

### 3.6. Website

When citing an entire website, it is sufficient to give the address of the site in the text.

#### *Example*

The reports of the Inspectorate are available on the Department of Education's website ([www.education.ie](http://www.education.ie)).

However, if a particular document or piece of information from a website is being cited, an in-text citation and a reference list entry are necessary. The in-text citation includes the author and date (Author, date). The reference list entry includes the following information:

Author. (date). Title of document. Retrieved from <http://...> (the exact URL for the page will be listed here).

#### *Example of web document in text citation*

Ó Duibhir and Cummins (2012) argue that an integrated language curriculum enables teachers to achieve learning efficiencies by drawing children's attentions to similarities and differences between their languages.

### 3.7. Citations in a list of references

The reference list should include all works which have been cited in the text and only those works; it is different to a bibliography, which lists all the works consulted. In general, references should contain the author's name, publication date, title, and publication information. Journal citations should include the issue number if the journal is paginated by issue. The reference list is in alphabetical order by author. If there are several works by the same author, these are listed in chronological order and by letter if more than one item has been published during a specific year.

The order in which bibliographic information is presented and the punctuation used is as follows:

1. Author(s) or Editor(s) of the book. This could be an institution, such as the National Council for Curriculum and Assessment.
2. (Date of Publication).
3. Title of article followed by *Title of Journal* or Title of chapter followed by *Title of book*

or Title of book. Each one is followed by a full stop.

4. (a) If it is an article, state the volume and issue number of the journal in which it is contained and the page numbers of the article.
- (b) If it is a book, state the edition, the place of publication and the publisher.

The author's name is cited as it appears on the title page, and not on the cover of the book, if that is different. The surname comes first, followed by a comma and forename(s) initials. The title of a book or journal is *italicised*.

### 3.8. Single author of a book

Author. (Date). *Title*. Place of publication: Publisher.

Bee, H. (1997). *The developing child* (8<sup>th</sup> ed.). London: Longman.

### 3.9. More than one author of a book

In a reference list provide the surnames and initials of the first six authors, and shorten the remaining authors, if any, to et al.

Pickup, I., & Price, L. (2007). *Teaching physical education in the primary school: A developmental approach*. London: Continuum.

Hickey, T., Ó Ciosáin, H., & Ní Ghallchóir, A. (1999). *Luathoideachas trí Ghaeilge sa Ghaeltacht*. Gaillimh: Údarás na Gaeltachta.

Loxley, P., Dawes, L., Nicholls, L., & Dore, B. (2014). *Teaching primary science: Promoting enjoyment and developing understanding* (4<sup>th</sup>). Oxford, Abingdon: Routledge.

### 3.10. Edited Books

An editor or editors are treated in the same manner as authors with the addition of Ed. or Eds. in brackets after the last editor's name.

Barnes, L. (Ed.). (2012). *Debates in religious education*. London: Routledge.

Topley, R., & Byrne, G. (Eds.). (2004). *Nurturing children's religious imagination: The challenges of primary religious education today*. Dublin: Veritas.

### 3.11. Essays/Chapters in books

Lambe, M. (2001). At the cross: The shop in rural Ireland 1880-1911. In D. Cronin, J. Gilligan & Holton, K. (Eds.). *Irish fairs and markets: A study in local history* (pp.206-223). Dublin: Four Courts Press.

### 3.12. Periodicals

Periodicals include items published at regular intervals and include journals, magazines, and scholarly newsletters. Where a journal is paginated by issue, the reference should include the issue number. Increasingly, journal articles are retrieved online and many have a **DOI (digital object identifier)**. A DOI is like a serial number which identifies an individual article and it provides a permanent link to its location on the internet. The **DOI** may be located on the first page of the electronic journal article near the copyright statement.

Ryan, A.M., (2010). Agency and structure: Catholic women and educational provision in early-twentieth-century Chicago. *International Studies in Catholic Education*, 2, 37-49, DOI: 10.1080/19422530903494819

Delaney, S., Ball, D.L., Hill, H.C., Schilling, S.G. & Zopf, D. (2008). Mathematical knowledge for teaching: Adapting U.S. measures for use in Ireland. *Journal of Mathematics Teacher Education*, 11, 171-197. Doi:10.1007/s10857-008-9072-1

Dunne, C.M. (2012). Teanga, traidisiún agus taithí na mban: Scríbhneoireacht Éilís Ní Dhuibhne. Language, tradition and the female experience: The writings of Éilís Ní Dhuibhne. *Inis. The children's books Ireland magazine*. Winter 36-41.

## 4. Further Resources to Help with Scholarly Conventions

<http://www.apastyle.org/>

<http://www.tc3.edu/library/pdf/APA.pdf>

<https://owl.english.purdue.edu/owl/resource/560/1/>

## 5. References

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. Washington, DC: Author.



Ball, D. L. (1990a). The mathematical understandings that prospective teachers bring to teacher education. *Elementary School Journal*, 90, 449-466.

Ball, D. L. (1990b). Reflections and deflections of policy: The case of Carol Turner. *Educational Evaluation and Policy Analysis*, 12, 263-275.

Barnes, L. (Ed.). (2012). *Debates in religious education*. London: Routledge.  
Bee. H. (1997). *The developing child* (8th ed.). London: Longman.

Camden-Carroll Library. (2014). Reference examples. Retrieved from <http://research.moreheadstate.edu/content.php?pid=159004&sid=1345540>.

Conrey, S.M., Pepper, M., & Brizee, A. (2011). Quotation marks with fiction, poetry and titles. Retrieved from <https://owl.english.purdue.edu/owl/resource/577/04/>.

Delaney, S., Ball, D.L., Hill, H.C., Schilling, S.G. & Zopf, D. (2008). Mathematical knowledge for teaching: adapting U.S. measures for use in Ireland. *Journal of Mathematics Teacher Education*, 11, 171-197. Doi:10.1007/s10857-008-9072-1.

Dunne, C.M. (2012). Teanga, traidisiún agus taithí na mban: Scríbhneoireacht Éilís Ní Dhuibhne. Language, tradition and the female experience: The writings of Eilís Ni Dhuibhne. *Inis: The Children's Books Ireland Magazine*. Winter 36-41.

Hannan, D., Breen, R., Murray, B., Watson, D., Hardiman, N., & O'Higgins, K. (1983). *Schooling and sex roles: Sex differences in subject provision and student choice in Irish post-primary schools*. Dublin: ESRI.

Hickey, T., Ó Ciosáin, H., & Ní Ghallchóir, A. (1999). *Luathoideachas trí Ghaeilge sa Ghaeltacht*.

Gaillimh: Údarás na Gaeltachta.

Lambe, M. (2001). At the Cross: The shop in rural Ireland 1880-1911. In D. Cronin, J. Gilligan & Holton, K. (Eds.). *Irish fairs and markets: A study in local history* (pp.206-223). Dublin: Four Courts Press.

Loxley, P., Dawes, L., Nicholls, L. & Dore, B. (2014). *Teaching primary science: Promoting*

*enjoyment and developing understanding* (4th ed.). Oxford, Abingdon: Routledge.

Marino Institute of Education. (2013). *Dissertation handbook B.Ed 4. Marino Institute of Education 2013-2014*. Dublin: Author.

Ó Breacháin, A. & O'Toole, L. (2013). Pedagogy or politics: Cyclical trends in literacy and numeracy in

Ireland and beyond. *Irish Educational Studies*, 32, 401-419.

DOI:10.1080/03323315.2013.851441

O'Brien, H. W. (1996). *A case study on the effects of an in-service course in school based planning on an urban school*. Unpublished master's thesis, University of Dublin, Trinity College Dublin, Ireland.

O'Brien, S. (2004). *Presentation education, Key values of a proud tradition. Findings from the identity project. A summary report*. Dublin: Centre for Education Services, Marino Institute of Education.

Ó Duibhir, P. & Cummins, J. (2012). *Towards an integrated language curriculum for early childhood and primary education (3-12)*. Retrieved May 29, 2014 from

[http://www.ncca.ie/en/Publications/Reports/Towards an Integrated Language Curriculum in Early Childhood and Primary Education .pdf](http://www.ncca.ie/en/Publications/Reports/Towards_an_Integrated_Language_Curriculum_in_Early_Childhood_and_Primary_Education_.pdf).

Paiz, J.M., Angeli, E, Wagner, J., Lawrick., Moore, K., Anderson, M., et al. (2014).

Reference list: Other non-print sources. Retrieved from

<https://owl.english.purdue.edu/owl/resource/560/11/>.

Pickup, I., & Price, L. (2007). *Teaching physical education in the primary school: A developmental approach*. London: Continuum.

Prunty, A., Dupont, M., & McDaid, R. (2012). Voices of students with special educational needs (SEN): Views on schooling. *Support for Learning*, 27, 1, 29-36

Ryan, A. (2012). Integrating experiential and academic learning in teacher preparation for development education. *Irish Educational Studies*, 31, (1) 35-50.

Ryan, A.M. (2010). Agency and structure: Catholic women and educational provision in

early- twentieth-century Chicago, *International Studies in Catholic Education*, 2, 37-49,  
DOI: 10.1080/19422530903494819

Topley, R., & Byrne, G. (Eds.). (2004). *Nurturing children's religious imagination: The challenges of primary religious education today*. Dublin: Veritas.

Wragg, E.C., & Brown, G. (2001). *Questioning in the primary school*. London: Routledge Falmer.

## 6. Recommendations

The following recommendations were made by the working group who devised the conventions on scholarly referencing:

1. It is recommended that from September 2014 all students are to use one referencing system across campus when citing literature in scholarly articles. Lecturers are requested to use one referencing system in college-related documentation from January 2014.

Reason:

- i. It will provide clarity for staff and students
  - ii. It will help ensure consistency in citations across module descriptions, slides, and other documentation
  - iii. A recent recommendation from external examiners was to promote academic rigour through the use of consistent referencing.
2. It is recommended that the system to be used is that of the American Psychological Association (APA) (Latest Edition).
    - i. The Harvard system is not being used consistently across campus.
    - ii. Widespread resources exist to help with the APA system.
    - iii. The School of Education in Trinity College Dublin, the University of Dublin (hereafter referred to as Trinity) has used the APA system since 2011
    - iv. It is widely used in education journals.
  3. It is recommended that Miriam will change the current academic style guide from Harvard to APA

- i. For undergraduate students it will be acceptable if they properly and consistently apply the condensed guide in their scholarly work.
  - ii. Graduate students will be expected to consult an official APA publication manual as necessary.
  - iii. Course handbooks will refer to and ideally link to the referencing style guide for APA
4. In order to promote widespread use of the APA referencing guide, the following steps are recommended:
- i. Lecturers need to draw students' attention to references and citations in any texts that they recommend.
  - ii. Individual lecturers need to show students how to use the style guide in relation to assignments set by the lecturer
  - iii. Good referencing needs to be rewarded in marking schemes
  - iv. Discrete workshops on citations need to be offered, ideally when first assignments are given out to first years and in September of each subsequent year.
  - v. The Director of ICT will be asked to create some helpful videos on citations using APA style.
  - vi. A link from the Trinity Counselling Student Learning Development service should be given on all assignments when they are given to students  
[\(http://www.tcd.ie/Student\\_Counselling/student-learning/\)](http://www.tcd.ie/Student_Counselling/student-learning/)
  - vii. A workshop will be offered for staff on the APA style in the second term of 2013-2014. This may be combined with a workshop on Endnote.
  - viii. The possibility of investing in a software such as Turnitin or SafeAssign should be further explored.
5. Separate requirements will be provided to students for citations of resources in school placement planning and preparation.

## **7. Related Documents and Additional Resources**

7.1. [Procedure for Preventing and Responding to Cases of Suspected Plagiarism](#)

7.2. <http://www.tcd.ie/Library/support/referencing.php>