Rationale

- Idea developed during a Post Graduate Certificate for Teaching in Higher Education
- Discussions with students and academic staff
- Lack of literature investigating this topic

Thanks to Quinn Dombrowski and Daryl Mitchell for the images (available on flickr).
Project aims

- Investigate the impact of using a parenthetical referencing system in relation to the effect on reading fluency and comprehension

- Discover if the use of parenthetical referencing systems unfairly disadvantages specific groups of students

Thanks to and Franco Folini for the image (available on flickr).
Project plan

- **Stage 1: Literature review**

- **Stage 2: Interviews with academic staff**

- **Stage 3: Data analysis – allocation of marks for referencing using parenthetical and numerical systems**

- **Stage 4: Questionnaire for students – self selecting group**

- **Stage 5: In depth follow up interviews, with simple testing of student reading comprehension**

Thanks to and Hugo Cardoso for the image (available on flickr).
Ethics

- BERA guidelines 2011
- Voluntary informed consent
- Anonymisation
- Right to withdraw
- University ethics committee

Thanks to and 1Illustr4t0r.com for the image (available on flickr).
Literature

- Limited – very little research into this side of referencing

- Many studies on reading fluency and comprehension

Thanks to and Betty Snake for the image (available on flickr).
What now?

- Complete interviews with academic staff
- Questionnaires for students
- Student interviews
- Data Analysis

Thanks to Andrew Fleming for the image (available on flickr).
Questions?