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Creator(s): MacLellan, F.

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Version of item: Presented version

PRACTICE: Parenthetical Referencing Affecting Comprehension: Timely Investigation Changing Educational Practice

A work in progress investigating whether use of parenthetical referencing (i.e. Harvard) affects reading comprehension and fluency.



Idea initiated from PGCTHE inquiry based project¹.

Future indicative timeline:

Summer 2012 – Project proposal to University Ethics Committee
Autumn 2012 – Data analysis (allocation of marks for referencing using a parenthetical and non-parenthetical system)
Winter 2012 – Prepare interview questions and student questionnaire
Spring 2013 – Questionnaire for students & interviews with academic staff
Late spring 2013 – Follow up testing and interviews
Summer 2013 onwards – dissemination of results and conclusions drawn

Hypothesis:

By using a parenthetical referencing system as the standard university students with reading difficulties are being disadvantaged. By their nature parenthetical references break up the flow of text making reading comprehension tricky this research will investigate whether introducing an alternative “university standard” non-parenthetical system will redress the balance for students with reading difficulties.

Important developments:

2010 – Initial idea mooted
December 2011 – Literature review undertaken
April 2012 – Initial ideas presented at LILAC conference²

References

- ¹MacLellan, F. (2010) *Inquiry based project report*. [unpublished] Northampton: University of Northampton.
² MacLellan, F. (2012) Referencing and reading comprehension – work in progress. Lecture presented to: *Librarians' Information Literacy Annual Conference (LILAC 2012), Glasgow Caledonian University, Scotland, 11-13 April 2012*.