

B.ED (HONS) SECONDARY

PROGRAMME

Research Project and Dissertation Guidelines

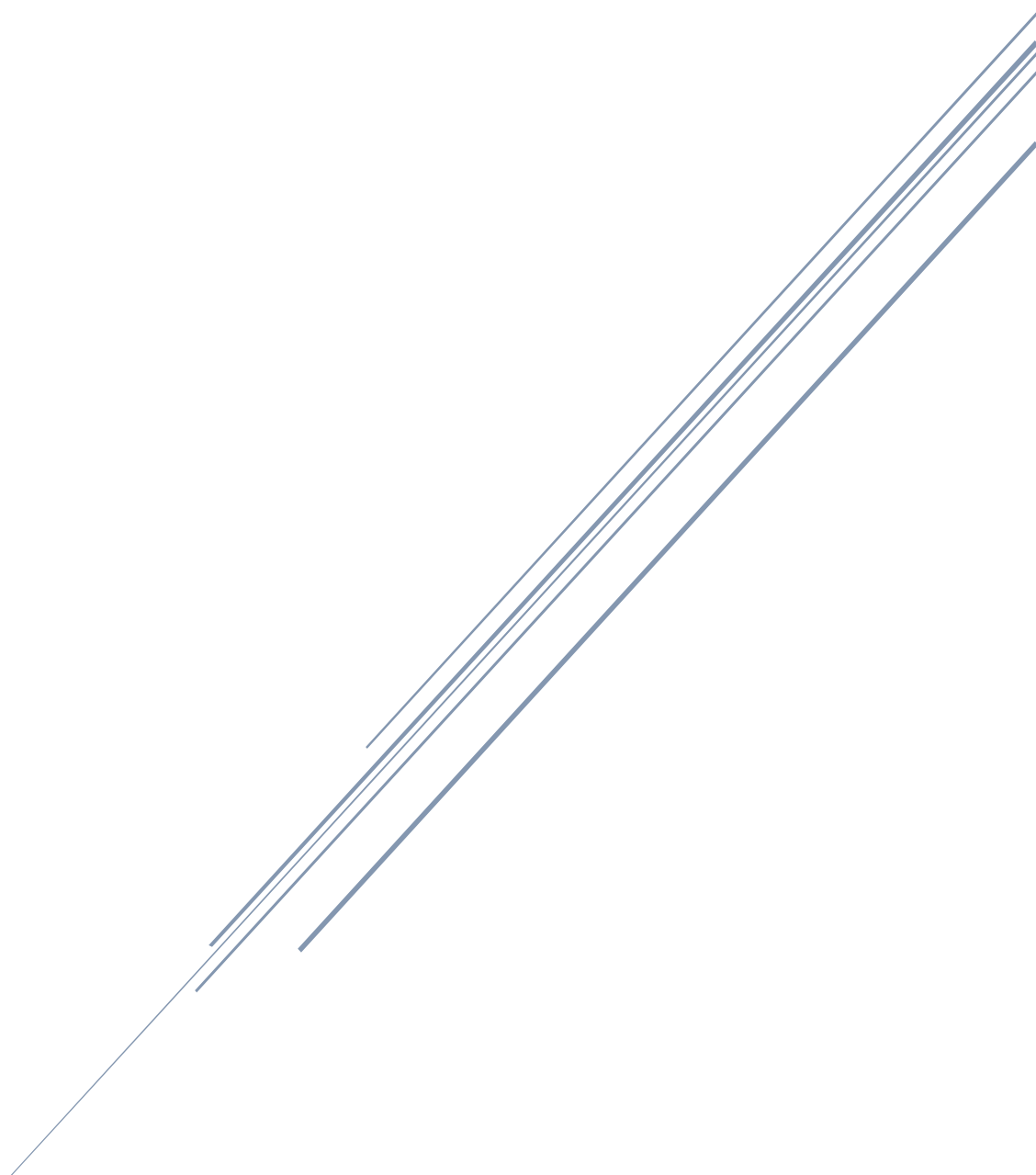


Table of Contents

1.0	Introduction	3
1.1	Section 1: The Research Project.....	3
2.0	Getting started with your research work	5
2.1	Progress review points	5
2.2	Dissertation supervisor	6
	Roles and Responsibilities of the Supervisor	6
2.3	The School Mentor (Not Applicable to in-service educators)	7
	Roles and responsibilities of the School Mentor	7
2.4	Your roles and responsibilities as a student	7
3.0	Section 2: The dissertation structure and writing your dissertation	8
3.1	Preliminary pages	8
	Title page	9
	Table of contents	9
	Lists of tables and figures	9
	Acknowledgements	9
	Abstract.....	10
	List of abbreviations.....	10
	Section 1: Introduction (1500 to 2000 words).....	10
	Section 2: Literature Review (2000 to 2500 words)	10
	Section 3: Methodology (2000 to 2500 words)	11
	Section 4: Findings and Discussions (3000 to 3500 words)	11
	Section 5: Conclusions and Recommendations (1500 to 2000 words)	12
3.3	References	13
3.4	Appendices	13
	Appendix I	14
	Appendix II	17
	Appendix III	19
	Appendix IV.....	21

1.0 Introduction

As part of your B.Ed (Hons) Programme, you will be required to undertake and complete a practitioner research project in view of preparing a dissertation. The research dissertation constitutes an important part of your study programme as it carries 36 CATS Points. This document provides you with necessary guidelines to support you in your research journey and the preparation of the dissertation. The document consists of two sections, as follows:

(i) Section 1

This section provides you with the aims and learning outcomes for the research project and dissertation. It also provides you with relevant information about the research process and supervision. In addition, it emphasises your roles and responsibilities as a research student.

(ii) Section 2

Section 2 outlines guidelines regarding the structure, contents and different sections of the dissertation.

1.1 Section 1: The Research Project

The Research Project is a compulsory component of the B.Ed (Hons) Programme which aims at allowing you to develop the necessary knowledge, skills and attitudes for carrying out research in education related to your practice. The Research Project also provides you with an opportunity to develop organizational, investigative, problem-solving, decision-making and analytical research skills. Most importantly, it is expected that this component will help you develop autonomy and self-discipline and take responsibility for undertaking and completing a research project.

It is expected that during the completion of the Research Project, you will be able to:

- Identify a clear research focus within an area of interest in the field of education
- Formulate clearly focused research questions, aims and objectives in relation to the research focus.
- Demonstrate comprehensive knowledge in the selected field as evidenced by a critical use of relevant literature from a range of sources.
- Plan an appropriate research design to address the research questions.
- Identify and use appropriate research methods to collect and critically analyse the data.
- Present the findings appropriately and discuss the findings in relation to relevant literature.
- Draw relevant conclusions and recommendations from the findings.
- Demonstrate an appreciation of ethical considerations in relation to the research study.
- Show an understanding of the limitations of the research study.
- Demonstrate the ability to engage in academic writing in the presentation of the Dissertation.

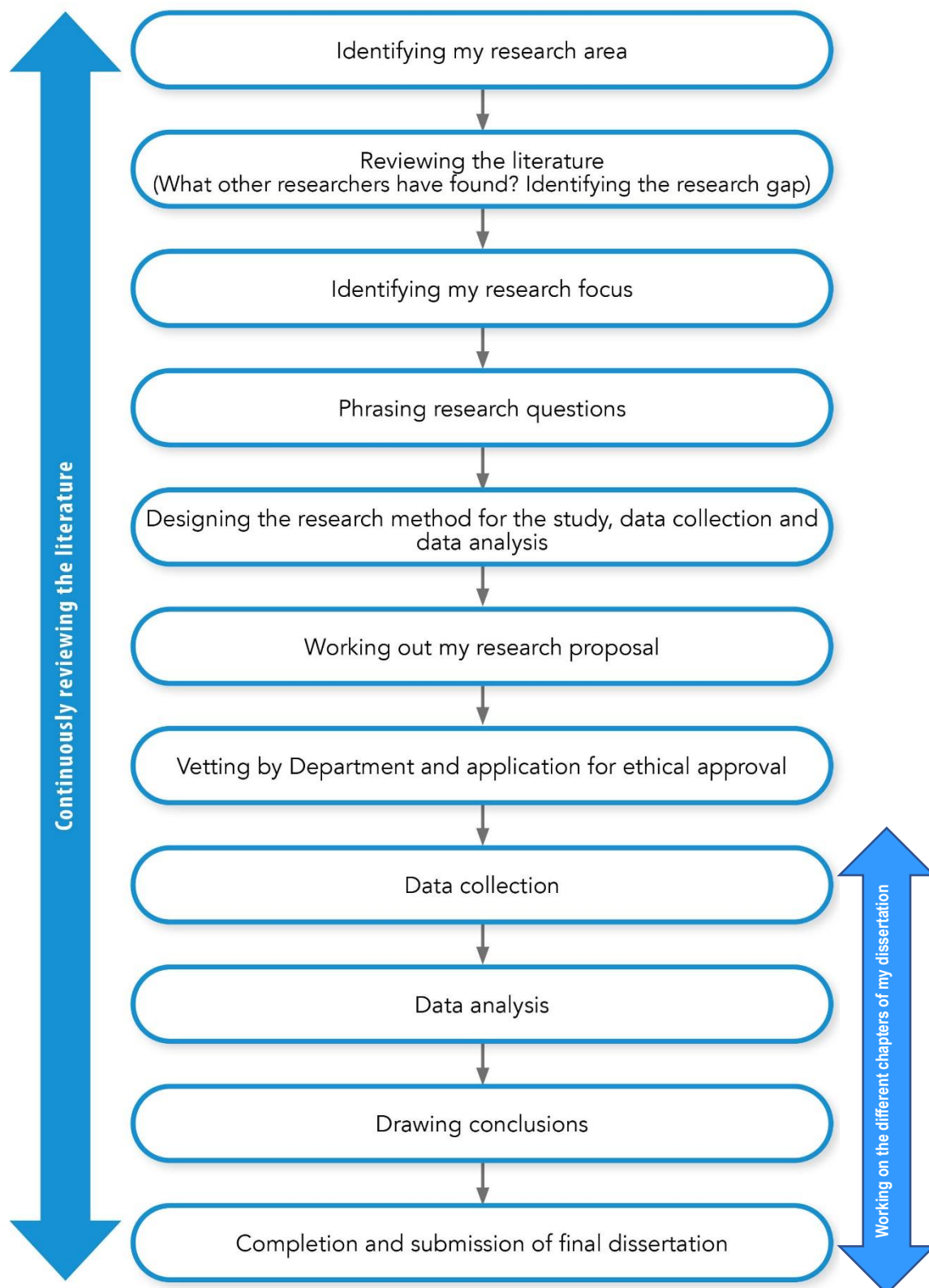


Figure 1: Working on research proposal and research dissertation

You will be allocated a Supervisor who will guide you throughout the Study and the preparation of the dissertation. Nevertheless, it is your responsibility to engage in the literature search and reading, to implement the research, to analyse the data, to prepare and write the dissertation and submit as per the deadlines.

You will start working on the Research Project during the two semesters in the last year of your programme of study.

2.0 Getting started with your research work

Your research proposal provides an overview of the research you intend to carry out and serves as a basis for the department (including your dissertation supervisor) to gauge the value and feasibility of the proposed research.

Most importantly, you will also receive constructive feedback and advice from your supervisor to help you refine your research focus and improve your research design for successful implementation of your research. Thus, it is important for you to discuss with your supervisor to take cognizance of his/her feedback and advice, following which you may have to bring modifications to your research questions and/or methodology and/or original plan before embarking on the research.

You will then get started with your research after agreement with your supervisor and after ethical clearance has been obtained. In fact, it is important for you to be in regular contact with your dissertation supervisor throughout the research process until finalisation and submission of the dissertation. In addition, there will be constant monitoring of your engagement with the research project to keep track of your progress through several progress review points.

More details regarding the progress review points and the supervision process are provided below.

2.1 Progress review points

You will have to show evidence of your engagement with the research process and submit relevant information as per the schedule below at three different progress review points. It is important for you to respect and work in line with these progress review points, as this will help to support and guide you towards the timely completion and submission of your dissertation. Though these submissions do not form part of the final assessment of your dissertation, they will enable your supervisor to follow up with your progress and guide you accordingly. In fact, the submission of your final dissertation is contingent upon your submission of required tasks for the pre-specified review points (1, 2 and 3 as given below), which will be confirmed by your supervisor.

Progress Review Point	Focus	Submissions required
Review Point 1	Research focus Key literature Ethical considerations and negotiating access and permissions	Problem statement and rationale Research title and research questions Draft of literature review Ethical clearance Letters for permission to site of research
Review Point 2	Introduction Methodology Preparation for field work Data collection	Draft of Introduction Brief of methodology and justification for research design, data collection tools and sampling Drafts of data collection tools – questionnaires, interview schedules, observation checklists etc..... as applicable
Review Point 3	Literature Review Methodology Data presentation and data analysis	Drafts of Literature Review and Methodology. Draft of data presentation and proposed data analysis
Submission deadline		Submission of final dissertation

2.2 Dissertation supervisor

As highlighted above, you will be allocated a supervisor who will be your guide and support throughout your research journey till the completion and submission of the dissertation. The supervisor will start guiding and advising you as from the submission of the research proposal. In the first instance, the supervisor's advice and guidance will be very important to ensure that your proposed research is feasible and that the research focus, research questions and methodology are appropriate. The supervisor will provide regular guidance and assist you during the research journey and the preparation of the dissertation. He/she will communicate with you, following which you will both mutually agree on expectations in terms of progress.

It is important to highlight that you are entitled to 5 hours of tutorial time with your supervisor.

Roles and Responsibilities of the Supervisor

The roles and responsibilities of the supervisor are to:

1. Assist and advise you in clarifying the research focus and research questions.
2. Advise you about the feasibility of the research project and guide you accordingly.
3. Provide support to help you identify the relevant theories, knowledge, and background literature, and the methodology for the research.
4. Assist you in identifying, preparing and refining the data collection tools.
5. Help you to establish a realistic timeline for the completion of your dissertation as per the required deadline, and in line with the progress review points.
6. Provide adequate opportunities and a positive environment for discussion and constructive criticism of ideas, research plans, research results, and thesis drafts as the research progresses.

7. Monitor your progress and provide necessary feedback and advice to ensure the successful completion of the dissertation and inform you about what is required for improvement in case you are not making enough progress.
8. Ensure that you are aware of the content of the dissertation handbook and the required referencing system and assist you in avoiding plagiarism.
9. Agree with you a timeframe for the submission of work and the scheduling of regular tutorial meetings as per set guidelines.
10. Maintain a careful record of all supervisory meetings, including dates, action agreed and deadlines set.

2.3 The School Mentor (Not Applicable to in-service educators)

The School Mentor is an experienced educator who will support you at school during your research. It is advisable that the School Mentor is the same educator who has followed and guided you during your SBE, as you would both have already developed a working rapport. However, in case the School Mentor has been transferred or is no longer able to support you, you will then be allocated another mentor. The School Mentor is an important stakeholder for your research project. You must first apprise the School Mentor about your proposed research, the grade level and topic targeted.

Roles and responsibilities of the School Mentor

- The School Mentor will make arrangements with the subject area department at school to ensure that you get access to the class to implement the research once or twice a week depending on your research plan.
- The School Mentor will also ensure that the implementation of the research does not disturb the scheme of work and that the subject curriculum is not affected.
- S/he will assist you to inform the participants about the research and will encourage their participation so that the research can be implemented optimally.
- The School Mentor will also liaise with other educators so that you can get access to the required class and to the laboratories or other specialist rooms as and when needed.

[In case of any issue during the research at school, you must immediately report to the School Mentor for support.]

2.4 Your roles and responsibilities as a student

As a research student, you also have important roles and responsibilities to ensure that your research dissertation is completed and submitted as per the deadline.

You have to:

1. Ensure that all ethical considerations are taken care of throughout the research.
(Refer to the MIE Policy on Research Ethics on the MIE website)
2. Fill the "Research Ethics Application Form" (**Appendix I**). The filled forms should be verified and approved by your Supervisor and submitted to the Course Coordinator for onward transmission to the Research Unit. You will embark on the research only after obtaining the necessary ethical clearance from the MIE.
3. Take the initiative to maintain regular contact with your supervisor to ensure the progress of your work through the supervisory meetings.
4. Ensure that you attend all supervisory meetings as agreed with your supervisor.
5. Come prepared for the supervisory meetings, in terms of the status of your work, any challenges or difficulties encountered, as well as questions regarding the way forward.

6. Take advantage of the supervisory meetings and take feedback and advice from the supervisor to ensure that progress is made.
7. Take the initiative to ask for guidance and advice from your supervisor in case of unexpected issues or obstacles to ensure that these are resolved as soon as possible.
8. Keep a record of all supervisory meetings in the prescribed tutorial forms (copy for you and supervisor – **see Appendix II**).
9. Liaise with the School Mentor to have access to the participants and to carry out the research at school.
10. Keep regular contact with the School Mentor for the smooth implementation of the research at school.
11. Respect all deadlines and the progress review points.
12. Be familiar with and abide by the rules and regulations and the dissertation guidelines.
13. Avoid plagiarism. You are strongly advised to refer to the anti-plagiarism policy guidelines of the Mauritius Institute of Education, which are available on the MIE website.
14. Provide adequate opportunities and a positive environment for discussion and constructive criticism of ideas, research plans, research results, and dissertation drafts as the research progresses.
15. Work according to agreed schedules with the supervisor.
16. Take notes (though your supervisor will give you a tutorial form with feedback, make sure you take notes during the supervisory meetings to help you remember all the valuable advice and information he/she will give you.)
17. Be cooperative and responsible during the research process and in your working relationship with your supervisor and mentor.
18. Keep track of all your readings and literature sources so that you can refer back to them as and when needed.
19. Keep all your data (hard copies and/or soft copies and/or voice recordings) safely and be ready to present them to your supervisor when requested.
20. Take responsibility for the language editing aspect of your dissertation.

3.0 Section 2: The dissertation structure and writing your dissertation

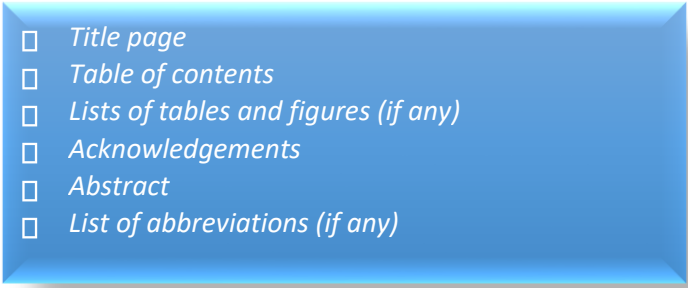
Your dissertation will compose of four (4) main sections, namely:

1. Preliminary pages
2. The actual dissertation, consisting of 5 main sections
3. References
4. Appendices

You are provided below with detailed guidelines about these four sections to prepare and write your dissertation.

3.1 Preliminary pages

The preliminary pages in your dissertation will include the following in the given order:

- 
- ☐ Title page
 - ☐ Table of contents
 - ☐ Lists of tables and figures (if any)
 - ☐ Acknowledgements
 - ☐ Abstract
 - ☐ List of abbreviations (if any)

Title page

The title page will include the full title of your research study (**as approved and agreed at the level of your department**), your full name, and followed by “Submitted in partial fulfilment of the B.Ed (Hons) Programme to the Mauritius Institute of Education. Department of *****.” Finally, you will include the month and year of submission.

You will be provided an e-copy of a **cover template** that will help you to work out and present the title page.

Table of contents

The table of contents should clearly present all the section headings and their respective page numbers. You should also clearly include all the headings and subheadings under each section and their respective pages.

You are strongly advised to make automated table of contents (see for example, (University of Michigan Library, 2021; <https://guides.lib.umich.edu/c.php?g=283073&p=1886010>)).

Lists of tables and figures

In case there are tables and illustrations in your dissertation, you need to provide a list of all the tables and illustrations (their numbers and captions) and give their respective pages in the lists of tables and illustrations (see, for example, (University of Michigan Library, 2021; <https://guides.lib.umich.edu/c.php?g=283073&p=1886010>)).

Acknowledgements

In this section, you will acknowledge and thank all those who have helped you in the implementation of your research and completion of the dissertation. It includes both professional and personal acknowledgements, such as your supervisor, members of your family, the participants, your peers, your mentor, (and the school in which you carried out the research if the school is agreeable for this). In addition, you may wish to thank any other person(s) whom you feel has/have contributed to your research and dissertation.

Abstract

You will also need to include an abstract of about 150 to 200 words as part of the preliminary pages. The abstract is a short summary of your dissertation and it needs to be concise and straightforward. You have to ensure that the abstract provides the reader with the purpose and objectives of the study, brief description of the methodology as well as an overview of the main findings, conclusions and recommendations.

List of abbreviations

You have to provide an alphabetical list of the abbreviations and their definitions after the abstract if you have used them in your dissertation.

All these preliminary pages will be numbered using small Roman numerals (i, ii, iii.....) and will be designated as such in the table of contents.

3.2 The dissertation (Word limit: 10,000 to 12,500)

This part will start with the first page of the dissertation (page 1) and will constitute the main body of the dissertation. It will include five (5) sections, details of which are elaborated below.

Section 1: Introduction (1500 to 2000 words)

This is the first section of your dissertation and it starts immediately after the preliminary pages. It is a very important part of your dissertation as it sets out the context, focus and relevance of your study.

The introduction section must include the following:

- The background and context of the study
- The statement of the problem
- Clear focus and scope of the research highlighting what you want to study
- A rationale or justification
- The aims, objectives and research questions of the study
- The definitions of key terms that you plan to use in the dissertation
- An overview of the dissertation structure that gives an outline of each section

Though it is the first section of the dissertation, you need to write a draft of the section, which will be continuously revised and finalised, only after you have completed all the remaining parts of the dissertation.

Section 2: Literature Review (2000 to 2500 words)

The literature review demonstrates to your examiners/readers that you have explored the breadth and depth of the field/area you are studying and signals your contribution in that very field. This section provides you with the opportunity to demonstrate your knowledge and acquaintance with the field/area under study and with the contributions of key authors and researchers which have impacted on the field/area. However, the literature review should not be a passive list of what has been done in the field/area, but it should reflect your critical engagement with the works of the key researchers in the field in view of identifying a gap that your study would attempt to fill.

The section should:

- ❑ Be well- structured and organised directly around the research question
- ❑ Reflect a critical synthesis of the literature
- ❑ Clearly highlight the gap identified in your study

Section 3: Methodology (2000 to 2500 words)

After presenting your literature review, the next section in your dissertation constitutes the methodology of your research. In this section, you have to clearly present your methodology with relevant justifications about decisions taken. The methodology selected should be appropriate to answer your research questions. In the first part of the Methodology section, you should give clear indications about the research approach (qualitative or quantitative) as well as the research design with justifications. After explaining your overall methodological approach, you need to give details about the following with an appropriate rationale and justifications backed by relevant literature:

- ❑ the research location (e.g., type of school: private, state, boys, girls, mixed, rural, urban etc....)
- ❑ the selection of participants
- ❑ the ethical considerations taken for the study
- ❑ the data-collection tools used (e.g., questionnaires, interviews, observation checklists, worksheets...) and how these were piloted. Copies of the data-collection tools must be included in the Appendix
- ❑ the methods or procedure adopted to analyse the data

In addition, you must also explain how you ensure validity and reliability or trustworthiness in your study. Last, but not least, it is also important to highlight the limitations of the research.

Section 4: Findings and Discussions (3000 to 3500 words)

After describing your methodology, you will have to present the findings you have gathered from the data-collection tools in Section 4. You should be able to present the findings in a logical, clear and coherent sequence without bias. It is advisable to report the findings from each data-collection tool clearly before you discuss the results. This would allow you to tap on all the important and relevant findings without getting into interpretation and provide the reader with a clear idea of the data in a logical and orderly sequence. This is especially relevant for quantitative research in which you may need to use tables and charts to highlight trends, differences or relationships among the data being presented without interpreting or discussing them (this would be done in the discussion section).

When presenting quantitative data:

It is important to clearly number and give appropriate labels to all the tables and figures. You also need to refer to the tables and figures in the text by highlighting important and relevant points for the reader; however, avoid repeating the information depicted in the tables and figures.

For qualitative research:

The findings are usually organised and presented around themes or categories which have emerged during the research. Indeed, when you analyse the results of interviews and focus group discussions, you will find that these results are showing some recurrent ideas, relationships, and patterns which you could group as themes or categories. You need to ensure that you focus on themes and categories which are directly related to your research questions.

It is also important to be alert to repeated points of agreement or disagreement. When presenting qualitative findings, it is useful to support and clarify the discussions with relevant and properly selected direct quotations or short excerpts of the participants' responses. However, too many and lengthy quotations should be avoided.

After the presentation of the findings, you can then interpret and discuss your findings in relation to literature. This section should attempt to make meaning of the findings and their implications. When writing the discussions section, it is important to consider the following:

- Interpreting and making meaning of the results, patterns and trends
- Making reference to previous research – compare and contrast your findings with those of similar studies
- Highlighting to what extent your findings support, or not, the findings of other researchers in the same field

Section 5: Conclusions and Recommendations (1500 to 2000 words)

The last section of your dissertation should highlight the main findings of your research and make recommendations in the light of the research.

In the first part, you will present the conclusions. The conclusions should be drawn from your discussions and should concisely present your main findings. In other words,

The conclusions must clearly show what your research has found. You should ensure that you do not bring in new arguments, information or data in the conclusions section. It is also important to bring in your research questions and show to what extent your research has answered the questions in the light of the findings.

In the second part, you will propose some recommendations in the light of the findings from the research. The recommendations can target educators or other relevant stakeholders in education in view of making positive changes in the teaching and learning of your subject area or in the field of education in general.

The recommendations should be clear, concise and directly proposed in the light of your findings. In addition, you should also highlight other avenues for further research based on your study. Avenues for future research could be an extension of your study or exploring other aspects of your field of study. Future research may also provide opportunities to investigate the area of study from other perspectives.

3.3 References

After the final section, you will have to provide a Reference list. You will be required to use the Harvard system of referencing, where references should be listed in alphabetical order, using the author's last name. See **Appendix III** for guidelines on the Harvard system of referencing.

Your Reference list should correspond to the references you cite in the body of your dissertation. You are strongly advised to create an automated list of references (for example, (Microsoft, 2020)).

3.4 Appendices

In the last part of your dissertation, you should include all relevant appendices. These should be clearly organised with page numbers and presented in the same order in which they are referred to in your dissertation. Relevant appendices may include the following:

- Interview schedule
- Questionnaires
- Letters sent to authorities for permission
- Transcripts or selected sections of transcripts (as referred to in main text)
- Selected students' work (as referred to in main text)
- Any other important document which supports your main text.

As highlighted above, only relevant appendices must be included – it is not advised to include documents or many samples of children's work if they are not referred to in your dissertation. All appendices must be clearly labelled or numbered so that the reader can easily refer to them when going through your main text.

Appendix I

RESEARCH ETHICS APPLICATION FORM

This Research Ethics Clearance Application Form is to be used by staff or students seeking ethical approval for any research project or dissertation.

The completed form should be emailed to the Research Unit (researchunit@mie.ac.mu). No handwritten application will be accepted.

Research should **NOT** start until approval has been received from the Research Ethics Committee of the Research Unit.

To be filled by the Applicant

Section A: Applicant Details

Name of Applicant (Surname, First Name)	
Title	
Email address	
Phone number	
Department at MIE	
School/Centre at MIE	
Programme (B.Ed, etc.or n/a)	
Type	<ul style="list-style-type: none">• Academic staff(Principal Investigator)
	<ul style="list-style-type: none">• Undergraduate student; Student ID:
	<ul style="list-style-type: none">• Postgraduate student; Student ID:

Section B: Project Details

Title of Dissertation/Project	
Do you already have ethical clearance? <i>[Has ethical clearance been already obtained from a partnering institution?]</i>	<ul style="list-style-type: none">• Yes • No
Start & End Dates of the Project	Start Date:..... End Date:.....
What instruments will you use?	<ul style="list-style-type: none">• Questionnaire• Interview

	<ul style="list-style-type: none"> • Data-based • Observation • Other –to provide the information
Has the research proposal been peer-reviewed?	<ul style="list-style-type: none"> • Yes • No • Not Applicable

Section C: Project Details & Methods

What is(are) the aim(s)/research question(s) and objective(s) of the study?	
What research method/design will be adopted? (not more than 300 words)	
a) Who are the participants? b) How will they be selected? c) Where will the study take place? (not more than 300 words)	
d) What are the associated benefits and risks of the participants in this study? How will you address the risks? (not more than 300 words)	
Consent (to attach a copy of each instrument)	<ul style="list-style-type: none"> • Consent from Gatekeeper • Consent Forms • Participants Information Sheet • Questionnaire(s) • Interview Questions • Other Documents - (to specify)

To be completed by the Supervisor

This Ethical Clearance Form has been discussed with the Supervisor. • Yes • No

Signature of Supervisor:

To be filled by the Ethics Committee

The Ethics Committee has looked into this ethical application request and recommends the following:

☐ Approved
 ☐ Revisions Required
 ☐ Not Approved

Name of Chair	
Signature	
Date	

*Research Unit& Higher Studies Cell
Mauritius Institute of Education
02 March 2020; reviewed 04 March 2021*

Appendix II

B.Ed. (Hons) Programme Research Project: Tutorial Form

Date of Meeting	Time:
Name of Student	
Name of Supervisor	
Dissertation Title	
Issues taken up during the tutorial meeting	
Materials, information or documents presented by student	
Feedback provided	
Action agreed upon	
Date of next appointment	

Signature of Student	Date:
Signature of Supervisor	Date:

Appendix III

(<https://www.usc.edu.au/media/19140999/usc-harvard-quick-guide1.pdf>)

Harvard Referencing Quick Guide

revised Feb 2017



Source	In-text citations		Reference list
	Paraphrase	Quote	
Book: one author	... (Cottrell 2005). or Cottrell (2005) asserts ...	'...' (Cottrell 2005, p. 10). or Cottrell (2005, p. 10) asserts '...'.	Cottrell, S 2005, <i>Critical thinking: developing effective analysis and argument</i> , Palgrave Macmillan, New York.
Book: two authors (for two or more authors, retain the order of authors given by the source)	... (Peck & Coyle 2005). or Peck and Coyle (2005) report ...	'...' (Peck & Coyle 2005, p. 55). or Peck and Coyle (2005, p. 55) report '...'.	Peck, J & Coyle, M 2005, <i>Write it right: a handbook for students</i> , Palgrave Macmillan, New York.
Book: three authors	... (Rao, Chanock & Krishnan 2007). or Rao, Chanock and Krishnan (2007) argue ...	'...' (Rao, Chanock & Krishnan 2007, p. 16). or Rao, Chanock and Krishnan (2007, p. 16) argue '...'.	Rao, V, Chanock, K & Krishnan, L 2007, <i>A visual guide to essay writing: how to develop and communicate academic argument</i> , Association for Academic Language and Learning, Sydney.
Book: more than three authors	... (van Krieken et al. 2010). or van Krieken et al. (2010) contend ...	'...' (van Krieken et al. 2010, p. 18). or van Krieken et al. (2010, p. 18) contend '...'.	van Krieken, R, Habibas, D, Smith, P, Hutchins, B, Haralambos, M & Holborn, M 2010, <i>Sociology: themes and perspectives</i> , 4th edn, Pearson Longman, Frenchs Forest. • Retain lower case letter for surname if given that way in source
Book: edition (other than the first edition; later editions have major updates)	... (Barrass 2005). or Barrass (2005) claims ...	'...' (Barrass 2005, p. 12). or Barrass (2005, p. 12) claims '...'.	Barrass, R 2005, <i>Students must write: a guide to better writing in coursework and examinations</i> , 3rd edn, Routledge, London.
Edited book (editor collates material by other authors)	... (Winterfeldt, Bogle & Ebro eds 2014). or Winterfeldt, Bogle and Ebro (eds 2014) contend ...	'...' (Winterfeldt, Bogle & Ebro eds 2014, p. 30). or According to Winterfeldt, Bogle and Ebro (eds 2014, p. 30), '...'.	Winterfeldt, EA, Bogle, ML & Ebro, LL (eds) 2014, <i>Nutrition and dietetics: practice and future trends</i> , 4th edn, Jones & Bartlett Learning, Burlington.
Chapter from an edited book	... (Uskul 2010). or Uskul (2010) demonstrates ...	'...' (Uskul 2010, p. 350). or Uskul (2010, p. 350) claims '...'.	Uskul, A 2010, 'Sociocultural aspects of health and illness', in D French, K Vedhara, A Kaptein & J Weinman (eds), <i>Health psychology</i> , BPS Blackwell, Chichester, pp. 347-59.
Citation in a source from another source	... (Rubin, cited in Redman 2006). or Rubin (cited in Redman 2006) shows ...	'...' (Rubin, cited in Redman 2006, p. 63). or Rubin (cited in Redman 2006, p. 63) argues '...'.	Redman, P 2006, <i>Good essay writing</i> , 3rd edn, Sage Publications, London.
More than one book by the same author in the same year	... (Blainey 2003a). or Blainey (2003a) argues (Blainey 2003b). or Blainey (2003b) contends ...	'...' (Blainey 2003a, p. 5). or Blainey (2003a, p. 5) argues '...'.	Blainey, G 2003a, <i>Black kettle and full moon: daily life in a vanished Australia</i> , Penguin/Viking, Camberwell. Blainey, G 2003b, <i>A game of our own: the origins of football</i> , Black Inc., Melbourne.
Electronic book (ebook)	... (Carroll 2011). or Carroll (2011) describes ...	'...' (Carroll 2011, p. 3). or Carroll (2011, p. 3) describes '...'.	Carroll, L 2011, <i>Alice in Wonderland</i> , Bookbyte Digital, Salem, viewed 21 November 2013, https://itunes.apple.com/us/book/alices-adventures-in-wonderland/id510986661?mt=11

Academic Skills

For more information go to Blackboard/Quick Links/Academic Skills/Referencing

Harvard Quick Guide

Harvard Referencing Quick Guide

revised Feb 2017

Source	In-text citations		Reference list
	Paraphrase	Quote	
Journal article: print	... (Gardiner 2011). or Gardiner (2011) found ...	'...' (Gardiner 2011, p. 48) or Gardiner (2011, p. 48) found '...'.	Gardiner, M 2011, 'Portrait of the artist as a goat', <i>Social Alternatives</i> , vol. 30, no. 4, pp. 46-49.
Journal article: with doi	... (Minkov & Hofstede 2011). or Minkov and Hofstede (2011) claim ...	'...' (Minkov & Hofstede 2011, p. 12). or Minkov and Hofstede (2011, p. 12) claim '...'.	Minkov, M & Hofstede, G 2011, 'The evolution of Hofstede's doctrine', <i>Cross Cultural Management</i> , vol. 18, no. 1, pp. 10-20, doi:10.1108/135276011111104269 • Some journals may not have both volume and issue numbers.
Journal article: with URL (only if no doi)	... (Carroll 2008). or Carroll (2008) hypothesises ...	'...' (Carroll 2008, p. 73). or Carroll (2008, p. 73) hypothesises '...'.	Carroll, M 2008, 'Identities in dialogue: patterns in the chaos', <i>The Writing Centre Journal</i> , vol. 28, no. 1, pp. 72-79, viewed 6 September 2009, http://www.english.udel.edu/wcj/ • Some journals may not have both volume and issue numbers.
Website: with a corporate author, government department or agency (organisation) as author	<i>For single in-text citation:</i> ... (World Health Organization 2016). or The World Health Organization (2016) found ...	<i>For single in-text citation:</i> '...' (The World Health Organization 2016, p. 27). or The World Health Organization (2016, p. 27) found '...'.	<i>For single in-text citation:</i> World Health Organization 2016, <i>Ambient air pollution: a global assessment of exposure and burden of disease</i> , viewed 17 November 2016, http://apps.who.int/iris/bitstream/10665/250141/1/9789241511353-eng.pdf?ua=1 • Retain source spelling for corporate author.
	<i>For first of two or more in-text citations</i> ... (The World Health Organization [WHO] 2016). or The World Health Organization [WHO] (2016) found ...	<i>For first of two or more in-text citations</i> '...' (The World Health Organization [WHO] 2016, p. 27). or The World Health Organization ([WHO] 2011, n.p.) found '...'.	<i>If there are two or more in-text citations</i> World Health Organization (WHO) 2013, <i>Diabetes</i> , fact sheet no. 312, viewed 26 November 2013, http://www.who.int/mediacentre/factsheets/fs312/en/
	<i>Subsequent in-text citations use initials only</i> ... (WHO 2016). or WHO (2016) found ...	<i>Subsequent in-text citations use initials only</i> '...' (WHO 2016, p. 27). or WHO (2016, p. 27) reports '...'.	
Website: Author	... (Coxhead 2008). or Coxhead (2008) found ...	'...' (Coxhead 2008, n.p.). or Coxhead (2008, n.p.) found '...'.	Coxhead, A 2008, <i>Sublist families of the academic word list</i> , viewed 27 July 2016, http://www.victoria.ac.nz/lals/resources/academicwordlist/sublists • n.p. for no page numbers.
Website: Sponsor/Owner (particularly if there is no designated author)	IBISWorld (1999-2016) lists ... or ... (IBISWorld 1999-2016).	IBISWorld (1999-2016) reports '...'.	IBISWorld 1999-2016, <i>Specialist medical services in Australia</i> , viewed 29 November 2016, http://clients1.ibisworld.com.au/reports/au/industry/default.aspx?entid=612 • Year range if given in source.

Appendix IV

DISSERTATION ASSESSMENT CRITERIA

	Poor	Satisfactory	Good	Excellent
Introduction (10 marks)	0-5	6-7	8-9	10
<ul style="list-style-type: none"> • Provided the background, problem statement, rationale /justification for the study. • Stated the focus of the study. • Formulated relevant research aim, research objectives and research questions. 				
Literature Review (15 marks)	0-7	8-10	11-13	14-15
<ul style="list-style-type: none"> • Selected and discussed academic literature relevant to the research topic. • Organised around key ideas/themes relevant to research topic. • Identified the gap in the literature that the study would fill. 				
Methodology (15 marks)	0-7	8-10	11-13	14-15
<ul style="list-style-type: none"> • Described the selected research design with justification. • Described the research method, sample and data collection tools with justification. • Discussed how the ethical considerations, validity and reliability were addressed. • Outlined the techniques used to analyse the data. 				
Findings (20 marks)	0-10	11-14	15-18	19-20
<ul style="list-style-type: none"> • Presented the findings of the study clearly. • Used tables and charts (where appropriate) to support the presentation of findings. 				
Discussion (20 marks)	0-10	11-14	15-18	19-20
<ul style="list-style-type: none"> • Analysed and discussed the findings in relation to the existing body of knowledge (literature) about the topic. • Answered the research questions. 				
Conclusions (10 marks)	0-5	6-7	8-9	10
<ul style="list-style-type: none"> • Summarised the main findings of the study. • Outlined the implications of the study's findings • Identified and discussed the limitations of the study. • Presented clear and applicable recommendations based on the findings. • Provided suggestions for future research. 				
Holistic Assessments of the dissertation (10 marks)	0-5	6-7	8-9	10
<ul style="list-style-type: none"> • Followed the specified style and presentation with an academic writing style. • Written correctly (grammar, spelling and punctuation). • Organised logically. • Used proper referencing according to Harvard conventions. • Provided a clear and concise summary of the research in the abstract. 				