

HARVARD REFERENCING CONVENTIONS: The Adult Learner Style Guide

The Adult Learner: The Irish Journal of Adult and Community Education

Introduction

The editorial board of The Adult Learner welcomes articles and reviews from the community of tutors, educators and facilitators in the field. The journal requires that authors write in an informal academic style of referencing, the system used to acknowledge where your ideas, theories, facts, tables, graphs, quotations, and any other sources have come from.

Please note the following requirements for the submission of articles.

All articles should have attached a **statement** to include name of the author; institutional affiliation; contact email, telephone and address for correspondence and title of article. **Please include up to 60 words on the background/interests of the authors.**

This statement should be on a **separate page** so that the paper can be reviewed anonymously.

The author should state clearly as to which of the three sections they are submitting: Refereed theory articles (max 5000 words), Refereed Case studies/practice articles (max 3000 words) or Book Reviews (max 1000 words).

All papers should follow the style guidelines outlined below:

Use one-and-a-half line spacing and 12-point Times New Roman font on one side of page only. The exception will be indented quotations where single spacing will be used. Justify the left hand margin only.

Do not use endnotes or footnotes.

Do not use headers and footers.

New paragraphs in text should be **one-and-a-half line spaced** from previous paragraph and **indented five spaces**.

An **abstract** of no more than **100 words** in italics should be inserted at the beginning of the article.

Key Words should be inserted under the Abstract.

Titles of article, subtitles and subheadings should be selected so that there are no more than three levels of headings, as illustrated here:

TITLE OF ARTICLE: CENTRED & BOLD

AUTHOR'S NAME AND WORK PLACE IN BOLD

12-point Times New Roman font

In Text:

Main Headings : Upper and lower case, Bold, Justified to left margin

Subheadings: Italics, Upper and lower case, Left justified.

12-point Times New Roman font

Articles to be submitted by 31st January 2015.

All articles may be submitted by email to:

mtynan@aontas.com (Secretary) and should be marked "For the attention of the Editor, *Adult Learner Journal*.

The Harvard Style Referencing Conventions

These guidelines aim to enable you to present the work you are submitting to the journal in an accessible, consistent and coherent style. They are designed to ensure that you identify and reference the sources in your articles, to avoid plagiarism and to enable readers to study and follow up on your informants. *The Adult Learner: The Irish Journal of Adult and Community Education* has adopted the *Harvard Referencing Style*, which has been developed for the Social Sciences as a clear, accurate and uncomplicated method of citation and referencing, known as the (Author, Date,

Page Number) in parenthesis method. There are many free tools and software available on-line, but this guide will enable you to complete the task manually.

Two Part Process

When you are writing an article or review for *The Adult Learner: The Irish Journal of Adult and Community Education* you will have to draw on others' work in order to substantiate your own position, to evaluate evidence, explorations and arguments used by other authors and to demonstrate your wider reading and study. You must acknowledge the work of other authors and account for your interest in it. This is where referencing is essential and it involves a two-part process, the in-text citation and the list of references at the end of the work.

The first stage, the in-text citation is straightforward in the *Harvard Style*. Every time you quote or allude to others' work, you must acknowledge it; otherwise, this amounts to plagiarism, taking credit for another's work. A direct quote must be clearly presented with double or single inverted commas, in italics, or other clear denotation, and acknowledged with the name of the author, the date of the publication/access and the page number of the quote. When you are alluding to another's work, by paraphrasing, interpreting or summarising, it must be acknowledged, with the author's name and date of publication/access.

The second part of the process is in the list of References (the list of every citation in your work) or Bibliography (the list of everything you have read for your work). This is an alphabetical list of the author(s), title of the book, article, date and place of publication, with variations depending on the sources, including journal articles, on-line sources, multimedia and so on. See the table below for the details.

The bibliography should include only articles, books and other works referred to in the text.

HARVARD REFERENCING CONVENTIONS

	CITING IN THE MAIN TEXT	REFERENCE LIST OR BIBLIOGRAPHY
One author	(Brookfield, 2005, p.12) for direct quotation (Brookfield, 2005) for indirect references/citing idea only	Brookfield, S. D., (2005) <i>The Power of Critical Theory for Adult Learning and Teaching</i> , Open University Press, Maidenhead.
If an author has more than one publication in the same year – distinguish by using lower case letters	(Grummell, 2009a) (Grummell, 2009b)	Grummell, B., (2009a) ‘The Educational Character of Public Service Broadcasting: From Cultural Enrichment to Knowledge Society Discourses’, in <i>European Journal of Communication</i> , Vol. 24: 267-285. Grummell, B., Lynch, K., Devine, D., (2009b) ‘The Care-Less Manager: Gender, Case and New Managerialism in Higher Education’ in <i>Gender and Education</i> , Vol. 21: 191-208
Joint authors – include both names	(Chesters and Welsh, 2011)	Chesters, G., and Welsh, I., (2011) <i>Social Movements: The Key Concepts</i> , Routledge, Abingdon.
Three or more authors – include first surname and insert <i>et al</i> , which means <i>and others</i>	(Rowbotham <i>et al</i> , 2013)	Rowbotham, S., Segal, L., and Wainwright, H., (2013) <i>Beyond Fragments: Feminism and the Making of Socialism</i> , 3 rd Edition, Merlin Press, Pontypool.
More than one publication by the same author	(Freire, 1972, 1994, 2013)	Freire, P., (1972) <i>Pedagogy of the Oppressed</i> , Penguin, Harmondsworth. ----- (1994) <i>Pedagogy of Hope: Reliving Pedagogy of the Oppressed</i> , Continuum, New York. ----- (2013) <i>Education for Critical Consciousness</i> , Bloomsbury Academic, London.
Edited works – insert Ed. before the year in reference list	(Hesse-Biber, 2014)	Hesse-Biber, S. N., Ed. (2014) <i>Feminist Research Practice: A Primer</i> , 2 nd Edition, Sage, London.
Journal article – place title of article in single inverted commas and italicise title of Journal	(Findsen, 2012)	Findsen, B., (2012) ‘Engagement of older adults in higher education: international perspectives form New Zealand and Scotland’ in <i>The Adult Learner</i> , 13-26. <i>If the Journal is accessed on-line include the URL and date accessed in square brackets:</i> Findsen, B., (2012) ‘Engagement of older adults in higher education: international perspectives form New Zealand and Scotland’ in <i>The Adult Learner</i> , 13-26 http://www.aontas.com/download/pdf/adult_learner_2012.pdf , [accessed 1 st October 2014].

On-line Journals – usually without page numbers	(Galloway, 2013)	Galloway, V., (2013) ‘Teaching popular education to university community education students’ in Crowther, J., (Ed) <i>Rhizome Freirean</i> , Vol. 14. http://www.rizoma-freireano.org/indexphp/n-14-sumario-index [accessed 1st October 2014].
Organisations & Corporations	(ESRI, 1998)	Economic and Social Research Institute, (1998) <i>Annual School Leavers’ Survey</i> , ESRI, Dublin.
Official publications	(DES, 2000)	Department of Education and Science, (2000) <i>Learning for Life: White Paper on Adult Education</i> , Stationery Office, Dublin.
Policy Paper – on-line PDF with page numbers	(AONTAS, 2010, p.3)	AONTAS, (2010) <i>Adult Education: A Current Diagnosis and Measures for Recovery</i> , AONTAS, Dublin, http://www.aontas.com/download/pdf/adult_education_a_current_diagnosis.pdf [accessed 1 st October 2014].
Newspaper article	(Duncan and Wall, 2014)	Duncan, P., and Wall, M., (2014) ‘National Museum considers closures and entrance fees to deal with 2015 funding crisis’, <i>The Irish Times</i> , 31 st October 2014, http://www.irishtimes.com/news/ireland/irish-news/ [accessed 1 st November 2014].
Theses	(Murtagh, 2009)	Murtagh, L., (2009) <i>The Irish Adult Education Policy Process since 1997: Some Lessons for the Future</i> , PhD Thesis, NUIM, Maynooth.
Conference presentation	(Hartley, 2014)	Hartley, F., (2014) <i>Further Education and Training Strategy</i> , at AONTAS AGM, May 2014.
Film and Video	(<i>Educating Rita</i> , 1983)	<i>Educating Rita</i> , (1983) Directed by Lewis Gilbert, Film, Colombia, Toronto.
Second-hand sources	(Hegarty 1996 cited by Jones, 2001)	Jones, J. (2001), <i>Early Modern Ireland</i> , Elm Press, Dublin.
Websites – do not insert web address in the main body of the article	(Infed, 2014)	Infed.org, Pedagogies for Change (2014) http://www.infed.org/ [accessed 1 st October 2014].
Blog	(O’Connor, 2010)	O’Connor, John (2010) ‘Global warming and the future’, Jane Murphy Blog, 14 January. available at: http://janemurphyblog.com/blogs/archive/2010/01/14/115.aspx [Accessed 13 April 2010].
YouTube	(Chomsky, uploaded 2012)	Chomsky, N., (2012) ‘The Purpose of Education’ in <i>Learning without Frontiers</i> , https://www.youtube.com/watch?v=DdNAUJWJN08 , [accessed 24 th October 2014]
Webchats	(Sandal, 2014)	Sandal, M., (2014) ‘Michael Sandal Webchat as it happened’, <i>The Guardian</i> , http://www.theguardian.com/books/live/2014/oct/22/michael-sandel-webchat-what-money-cant-buy [accessed 1st October 2014]
Ted Talks	(Robinson, 2013)	Robinson, Ken, (2013) ‘How to escape education’s death valley’, in <i>Ted Talks</i> , http://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley [accessed 1 st October 2014].