

MAP & University of Manchester Library

Research and Referencing Lecture

Pre -Evaluation



https://www.qualtrics.manchester.ac.uk/jfe/form/SV_1AocaNrqVRT05ZY

Housekeeping

- **This is a compulsory part of Module 2. Attendance will be monitored, and you will need to stay for the full session.**
- Please re-join the webinar if you lose connection or have any tech issues.
- The webinar will be recorded; however, this is only for revision purposes only.
- Your microphones and cameras are switched off.

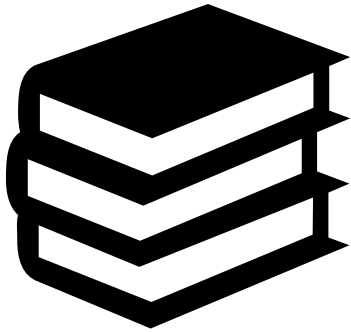
Q&A

- Please only post questions **during the Q&A parts of this webinar. Use Q&A button.**
- Please do not use the chat or raised hand options.
- **Only post anonymous questions!** That way we can share the responses. We don't want to publish your name so we will discard any questions that are not anonymous.
- We have almost 500 students signed up so we will **not** be able to answer all questions tonight! We will put a link to some answer to the most FAQs in the MAP Newsletter
- **Remember you can also ask your tutor when you have your first meeting,** or ask our staff at the library.
- For all other MAP queries, email map@manchester.ac.uk We will only answer questions about the Academic Assignment and how to Research and Reference this evening.

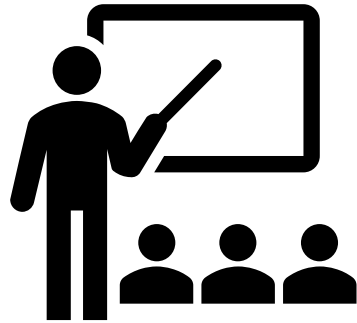
Timetable

5.00pm – 5.15pm	Overview of Academic Assignment
5.15pm – 5.50pm	Research Presentation and Q&A
5.50pm – 6.00pm	Screen / Comfort Break (5 - 10 mins approx.) Don't log off!
6.00pm – 6.30pm	Referencing Presentation and Q&A
6.30pm – 6.45pm	Screen / Comfort Break (5 mins approx.) Don't log off!
6.45pm – 7.00pm	How to write an assignment and Q&A
7.00pm – 7.15pm	Final Q&A and Next Steps

Academic Assignment Support



**Library
Support**



**Academic
Tutor**



**Module 2
Resource links**
(Via MAP Newsletter)



**MAP
Team**

MAP Newsletter

Emailed to you every two weeks – Check your inbox is not full and check your spam / junk etc.

You do not need to access Canvas again – Please do not delete your account or try to log on again. Please ignore any automatic Canvas notifications etc.

Upload your draft and final assignments via an online link which we will email to you – Full instructions will be provided about how to do this closer to the submission dates.

All MAP Module 2 Resources can be found at the end of the every edition of the MAP Newsletter via the link.

Module 2 Resources

Below are the resources for Module 2 that were previously on Canvas.

[Module 2 Resources](#)

These are the key dates for the Manchester Access Programme:

[The Manchester Access Programme Key Dates](#)

Aim of this Lecture

- To give you an overview of the MAP Academic Assignment.
- To help you develop your research skills and to learn how to search for and identify credible sources.
- To help you reference using Harvard Referencing and avoid plagiarism.
- Introduce you to essay writing skills and how to structure your assignment.
- Show you where you can find extra help and resources.



Overview of Academic Assignment – eLearning Module

- 1500 words
- Subject and Tutor details will be confirmed by 13th May
- 2 meetings with your Tutor in total
- First meeting is to agree on your assignment title, explain the marking rubric, be ready to start assignment
- **Draft assignment submission (6th July 2026 at 1pm) - It needs to be a good draft including references and bibliography etc. and these may be spot checked by tutors**
- Second meeting is to go over your draft feedback – Take on board your tutor's feedback.
- **Final submission (27th August 2026 at 1pm)**
- Assignment Mark and Performance Mark.
- Mitigating circumstance policy / extensions / penalties – MAP Handbook

Refer to Overview of the Academic Assignment e-Learning Module

- **All the dates can be found in the Module 2 Resources link via the Newsletter**
 - **You must pass the assignment to pass Module 2**

Module 2 Timeline

Module 2
Resources
document via
the MAP
Newsletter.

Be organised –
Put the dates
and reminders
in your calendar.

MAP Academic Assignment Key Dates	Deadline
Access The Library	April – June
Sign up to Research and Referencing event or webinar	Friday 17th April
Complete 'Overview of Academic Assignment' e-learning module on Canvas	Complete before 29th of April
Attend Research and Referencing event or webinar	29th April (event) 30th April (webinar)
Email Your Tutor Day 1 - arrange first meeting	Wednesday 13th May
Prepare for your first meeting	Before first meeting
Attend your first meeting with your tutor on Zoom	14th of May - 2nd of June
Start researching for your assignment after your meeting	May & June
Start writing first draft of your assignment	June & early July
Email Your Tutor Day 2 - arrange second meeting	Monday 29th of June
Submit your first draft via an online form submission - make sure it's a full draft. Full instructions will be emailed to you.	Monday 6th July @ 1pm
Attend your second meeting with your tutor on Zoom	8th July - 7th August
Edit and perfect your academic assignment using your tutor's feedback	August
Submit your final assignment via an online form submission. Full instructions will be emailed to you.	August 27th @ 1pm

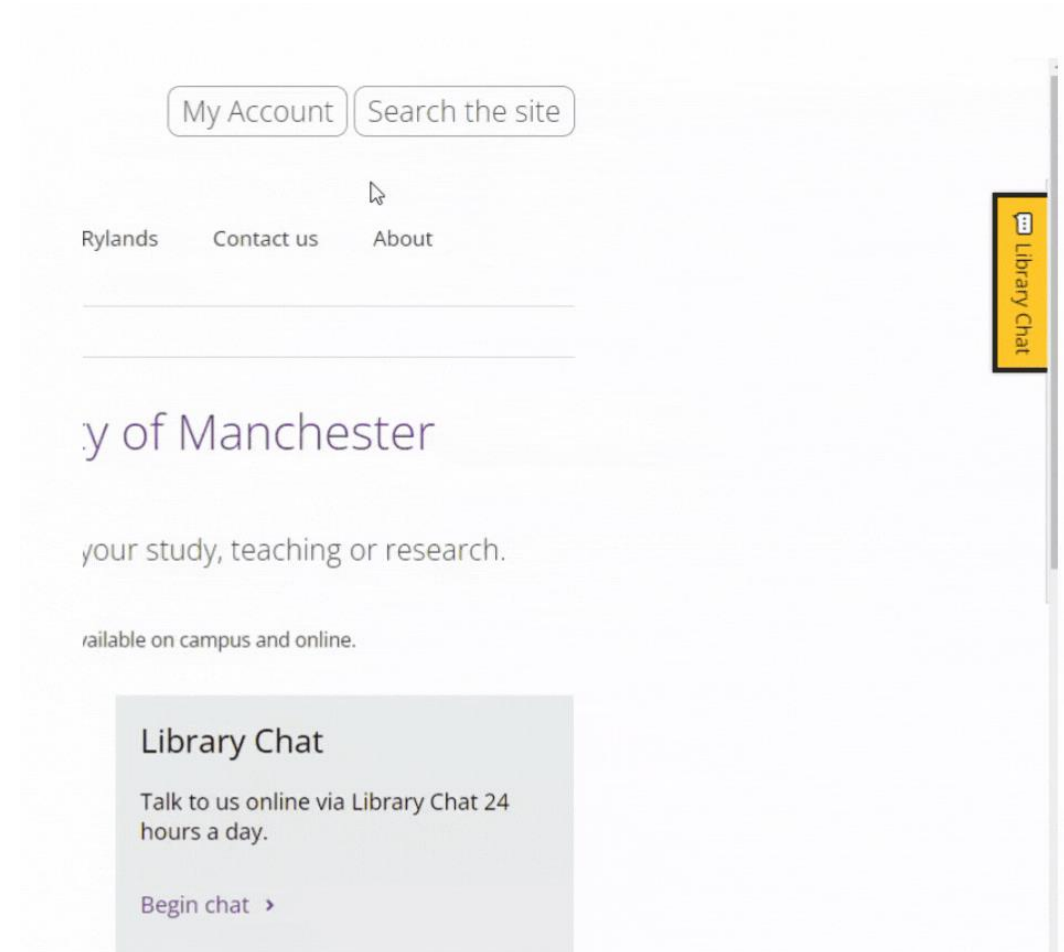
**University of
Manchester Library**

**Adam, Georgia and
Keira**

On-campus support via front desks and the Library team



Online support via Library Chat and FAQs



Once you have your library membership card you can visit the library and borrow books. You can use the library between the following hours:

Monday - Friday:
9am - 8pm

Saturday - Sunday:
9am - 5pm



MANCHESTER
1824

The University
of Manchester

**Nazir
AFZAL**

01-APRIL-2025

ID Number: 99999990



Researching

- Support your argument by gathering facts and evidence.
- Engage with the academic community.



Reading Academic Texts

- Reading academic texts/journals/books is a difficult skill to master, they use specialised terminology and complex language that can be daunting!
- **You aren't required to read it all!**
- Read the abstract, press ctrl+f/command+f and search for the key words you are looking for – if you can't find anything relevant in either, move on!
- Highlight and summarise key points to ensure understanding
- Look into the citations in the paper if they're relevant



Where to find information!

Roughly 10 sources, 7 should be academic! (journal articles or academic books)

Discuss in detail with your tutor



Internet Resources

Search engines
Google scholar
Online media/news
Blogs
Google books



Library Resources

Digitised books
Journals, Journal articles



Offline Media

Newspapers
Magazines
TV and film



Other Research

Interviews data
Case studies
Statistics

Using Library Search



The University of Manchester Library

My Account

Search the site



Access resources

Library services

Locations

Training and support

Rylands

Contact us

About

Library Chat

Summer Study Skills and Specialist Library Support

The Library is here to support you throughout the Summer providing a series of workshops, online resources and drop-in support.

Find out more >



<https://www.library.manchester.ac.uk/>

Using Google Scholar

The screenshot shows a Google Scholar search for 'project management'. The search bar at the top contains the text 'project management' and is highlighted with a purple arrow. Below the search bar, the results are displayed in a list. On the left side of the results, there are several filter options: 'Any time' (with sub-options: Since 2024, Since 2023, Since 2020, Custom range...), 'Sort by relevance' (with sub-option: Sort by date), 'Any type' (with sub-option: Review articles), and checkboxes for 'include patents' (unchecked) and 'include citations' (checked). There is also a 'Create alert' button. The search results list includes:

- Towards project management 2.0** [PDF] researchgate.net
RE Levitt - Engineering project organization journal, 2011 - Taylor & Francis
... —and **project management**—are profound. However, they are barely understood by most current **project managers**, ... **project management** in a more dynamic world with Web 2.0 workers. ...
☆ Save Cite Cited by 180 Related articles All 3 versions
- [BOOK] Introduction to project management** [PDF] academia.edu
K Schwalbe - 2009 - academia.edu
... **project management**. Key elements of this framework include the **project** stakeholders, **project management** process groups, knowledge areas, tools and techniques, **project** success, ...
☆ Save Cite Cited by 1806 Related articles All 12 versions
- [BOOK] Fundamentals of project management** [PDF] udn.vn
J Heagney - 2016 - books.google.com
... I call this stage of the **project** the stealth process because it is often ... for all **project managers** to be disciplined when closing out a **project**. It stresses the importance of completing **project** ...
☆ Save Cite Cited by 1101 Related articles All 15 versions
- [BOOK] Project management in construction** [PDF] iuk.ac.ke
A Walker - 2015 - books.google.com
... views a most important element of **project management** as an organisational issue which ... the **project management** process. This is a long step from the view of **project management** still ...
☆ Save Cite Cited by 1294 Related articles All 11 versions

At the bottom of the page, there is a section for 'Related searches'.

Filter research to find recently published papers

Provides generic reference in different styles (won't be 100% correct but is a useful starting point)

<https://scholar.google.com/>

Primary, Secondary and Tertiary Sources

A **PRIMARY** source is information collected first hand. It is original data that has not been filtered, interpreted or evaluated.

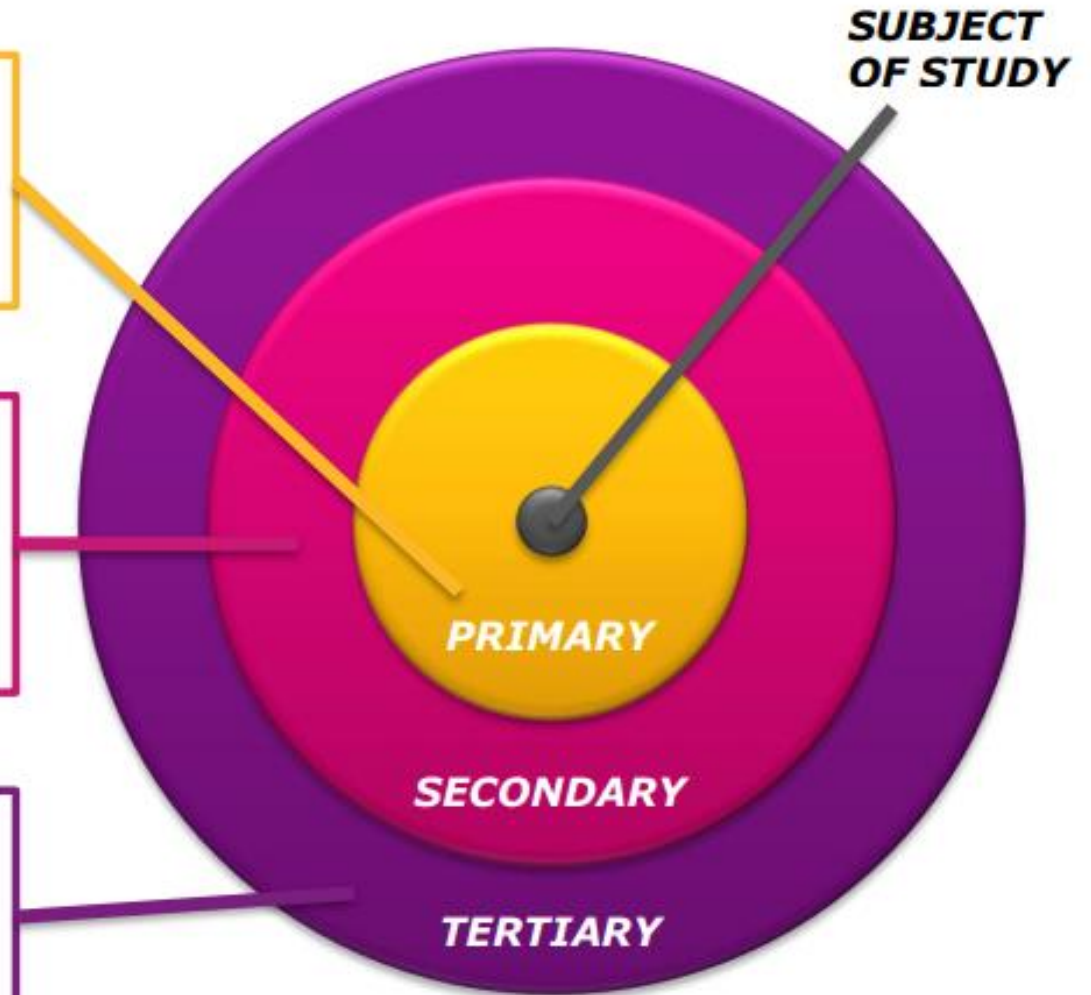
Examples include interviews, statistics, survey results, patents, financial records, and works of art.

A **SECONDARY** source is an analysis, interpretation or commentary on existing information, including primary and/or other secondary sources.

A lot of the work that you produce during your time as a student will be secondary.

TERTIARY sources are summaries or collections of primary and/or secondary sources.

Examples of tertiary sources include dictionaries, encyclopedias, bibliographies and directories.



Choosing Sources

Is the information:

Relevant to my question?

Reliable?

Balanced?

Valid?

From a trusted website?

Primary or secondary?

Author: Their credentials? Is their area of research relevant?

Date: is it recent enough?

Any Questions?

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- For anything that's not about Research and Referencing or your assignment – please email map@manchester.ac.uk



10 Minute Break

Don't log off - Just give
yourself a quick screen
/ comfort break!

Referencing

- The Academic Assignment uses **Harvard Style Referencing**



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Why Reference?



To **inform** your readers of the sources you have used (they might want to read more about the subject)



Demonstrates your reading and the depth and breadth of your knowledge



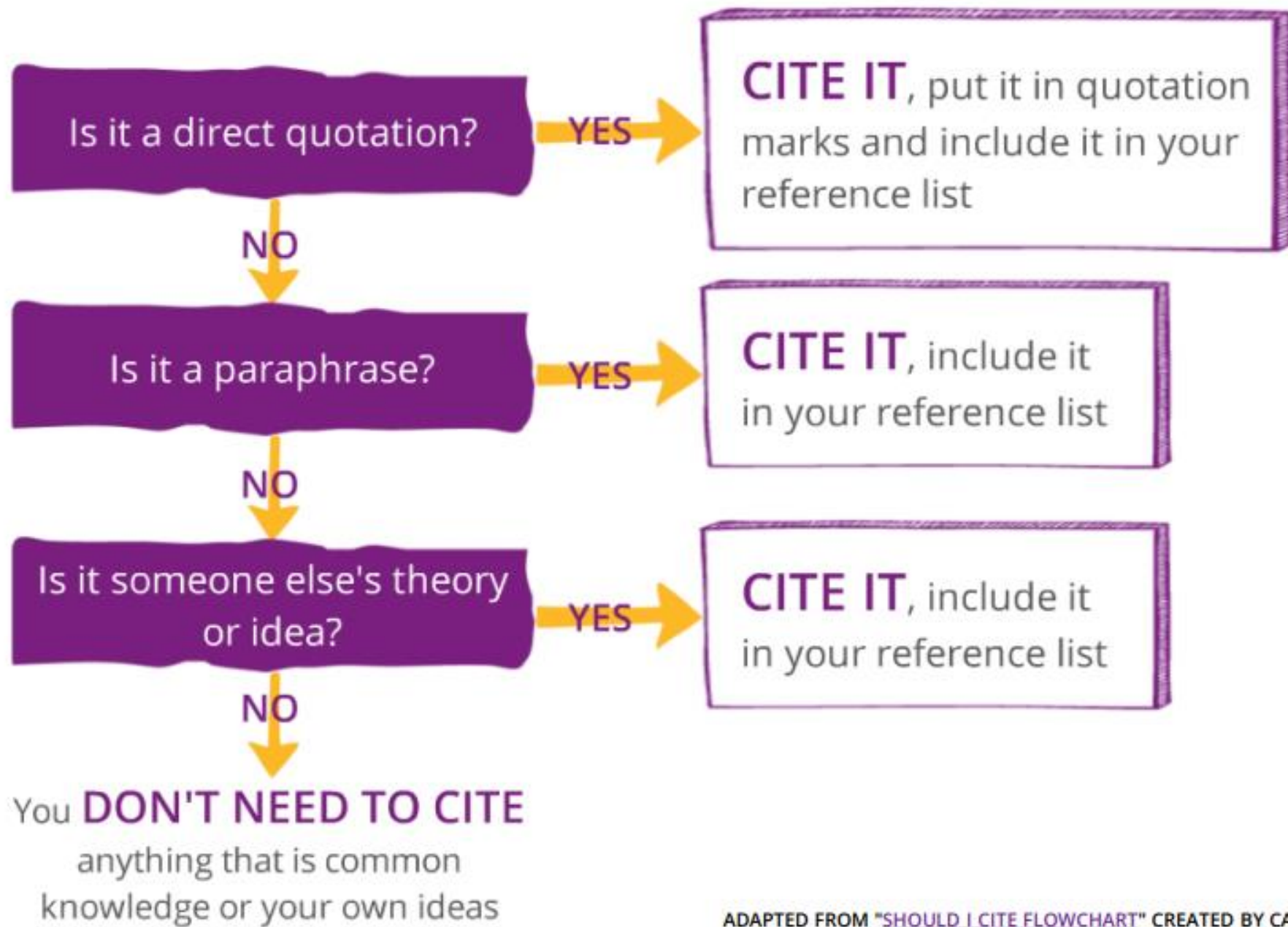
Separates your ideas from things you have read



Reinforces your arguments and the points you are making



Acknowledges other people's work



Citations and Bibliographies

- In the sentence, you need to clearly detail the name of the author and the year their work was published – **citation**.
- The reader should then be able to cross-reference this to a more detailed list at the end – **bibliography**.
- Throughout any written report, make sure you use the same system consistently.



Harvard Referencing - Book

In body text of your assignment

- Surname of author (Date, page number[s])

Darwin (1972, p. 344) famously outlined his theory of evolution, based on his close observations of variations between species around the world.

In the bibliography

- Surname of author[s], Initial[s]. (Year) *Title of Article*. Where: Who published it.

Darwin, C. (1972). *The Origin of Species*. London: Dent.

Harvard Referencing - Journal Article

Harvard System *in the body of the text*

- Author(s) (Date, page number[s])

Wong and Goodwin (2009, p. 956) state that...

In the bibliography

- Surname[s] of author[s], Initial[s]. (Year). Title of article, *Journal Title*, Volume (Part), Pages of article within journal.

Wong, S. T. and Goodin, S. (2009). Overcoming drug resistance in patients with metastatic breast cancer, *Pharmacotherapy*, 29 (2), pp. 954-965.

Harvard Referencing - Websites

Harvard System *in the body of the text*

- Website name/Author (Date) or (Website name/Author, Date)

Presidential candidate Donald Trump's aide, Corey Lewandowski has received multiple complaints about his behaviour towards reporters (BBC, 2016)...

In the bibliography

- Author. (year). Title of webpage. Available at: [web link/URL](#), (Accessed: date accessed).

BBC. (2016). *Who is Donald Trump's campaign manager Corey Lewandowski?* Available at: <http://www.bbc.co.uk/news/election-us-2016-35921337>, (Accessed: 31 March 2016).

Harvard Referencing- Images/Figures

Harvard System *just below the image*

- **Figure no:** Title (Source: where, year)

Harvard System *in the body of the text*

- Sentence explaining what illustrates and why (where, year)

Figure 1 is an artist's impression of what was envisaged for the Clifford Whitworth Library (University of Salford, 1970).

In the bibliography

- Where/who (year). Title of webpage. [Type of Image] Retrieved from [http://....](http://...)
University of Salford. (1970). Artist's impression of Clifford Whitworth Library. [Drawing]
Retrieved from <http://usir.salford.ac.uk/10922/>

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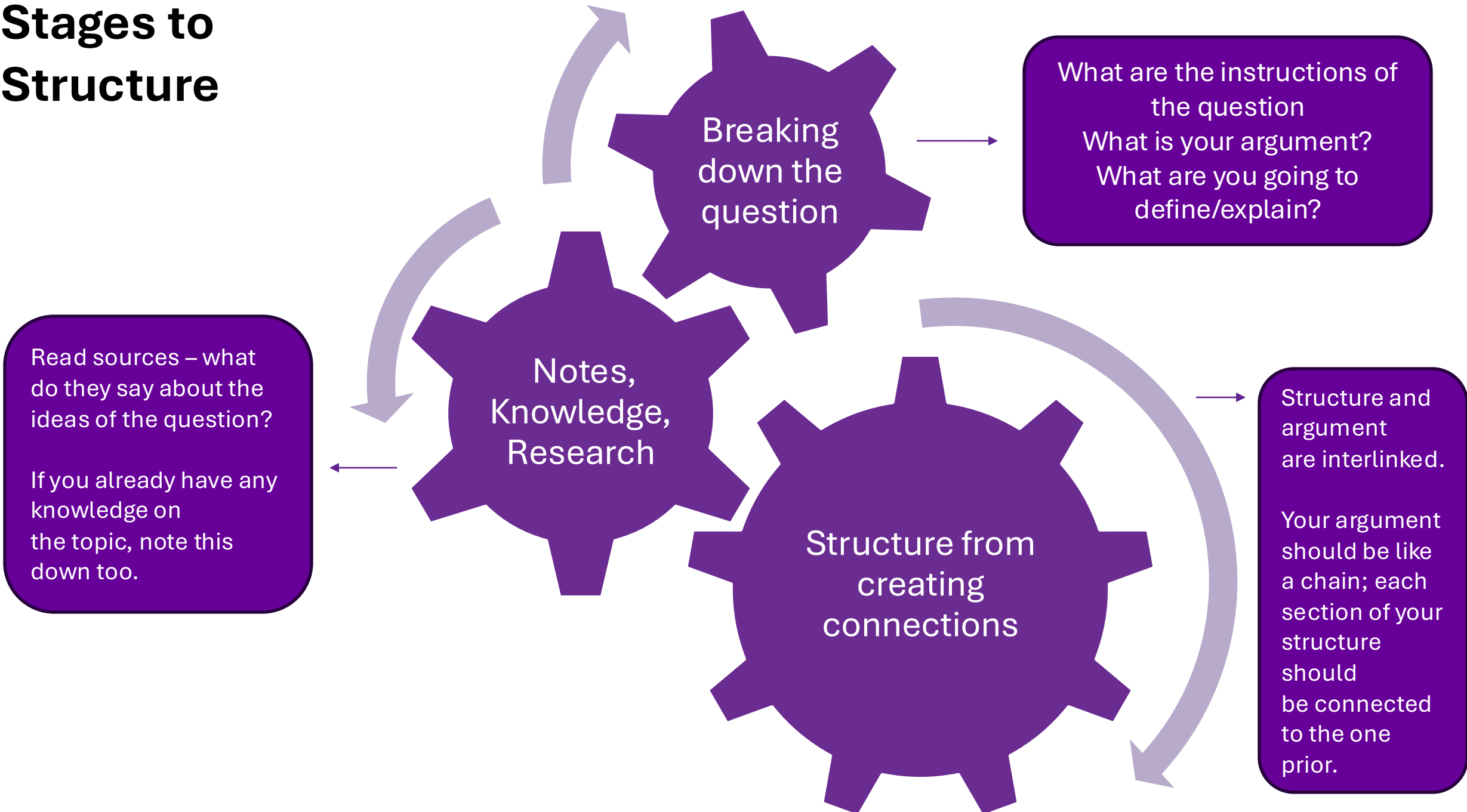
5 Minute Break

Don't log off - Just give
yourself a quick screen
/ comfort break!



Writing your assignment

Stages to Structure



Purposeful note-taking: what it is and why it matters



Why take notes? (recording, synthesising, reflecting, learning)



Choose a note-taking method (linear, Cornell, visual notes, mind maps, mind view)



Extract key points and relevant details – summarise



Identify what you are taking away and how you will use it



Keep notes organised to support efficient writing later

Note-taking

Highlight:

- Key phrases to chase up later
- The argument the author is making.
- The main points the author is putting across.

Remember:

- Avoid copying chunks of information.
- Keep record of the source title, author, page numbers, date, website (for referencing!)

Info to highlight for referencing The Forgotten Voices in Homework: Views of **Students** Stance – views of students

Pamela M. Warton
School of Education
Macquarie University

Adults, whether educational policymakers, teachers, or parents, hold consistent views about homework. According to them, it has many purposes among which are (a) the encouragement of academic learning, and (b) the development of skills and attributes such as student responsibility, learning autonomy, and time management. In marked contrast to the adult views, little is known about student perceptions, ideas, and understandings about homework. In this article, Eccles's expectancy-value model of achievement-related choices is offered as a conceptual framework for discussion of the student perspective. **Benefits and costs from the adult perspective are examined as an essential first step in determining children's perceptions of the adult viewpoint.** Research that has considered the affective responses of children about homework and their understandings in terms of its purpose and value is then reviewed. Research gaps are identified that show clearly the lack of systematic investigations about the students' perspectives. Directions for future research are then outlined.

main points of article summarised

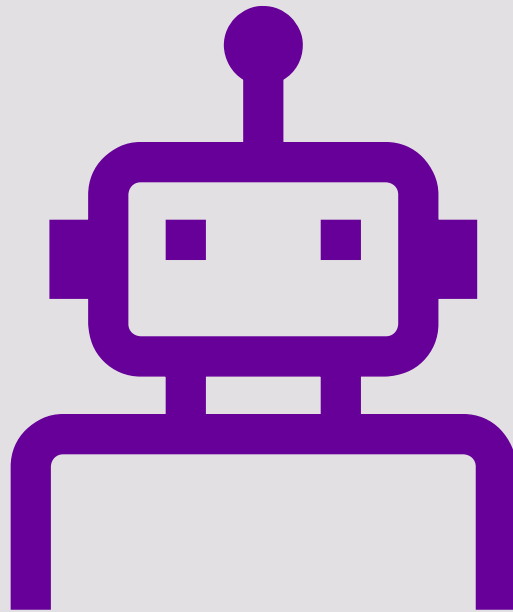
worth looking into

Homework is a multifaceted process that involves a complex interplay of factors in two contexts—home and school—and a range of participants from school-system-level employees to individual students. As many have described, homework is at the intersection of home and school (e.g., Hoover-Dempsey, Bassler, & Burow, 1995; Nicholls, McKenzie, & Shufro, 1994). However, although literature on homework is extensive, the concerns of students, the principal participants, remain largely unheard. Although homework is usually assigned with the best of intentions, it is frequently nominated by parents and teachers as a source of considerable difficulty and conflict at home and school. As evidence, the

Bryan, Donahue, & Nelson, 1993)—there is extensive research literature on parental beliefs and involvement in homework (see Hoover-Dempsey et al., 2001). In contrast, there has been little formal investigation of views of the third group of participants, namely the students.

In this article, I briefly outline the purposes of homework from the adult (principally the educators') perspective. I then offer Eccles's (1983) expectancy-value model of achievement-related choices as a conceptual framework for discussion of the student perspective. As part of this framework, the supposed costs and benefits of homework are reviewed as well as research that has asked, from the children's view-

Plagiarism & AI



Plagiarism

- The presentation, intentionally or unwittingly, of the ideas, work or words of other people without proper, clear and unambiguous acknowledgement. It includes the copying of the work of any other person, including another student. Plagiarism may include the close paraphrasing, or minimal adaptation of another person's words, illustrations, computer code, graph, diagrams etc. Sources can be any available material, such as websites, articles, books and lecture slides.

Using GenAI tools to write/ create content for your coursework

No understanding

No Criticality

Bias and limitations

Impact on coursework

Academic voice

- You are expected to show evidence of independent thought in your academic work, assessing and critically analysing the theories and ideas of others. You should be adding **your voice** to the academic conversation, not simply report on the ideas, theories and thoughts of others.
- A writer's own voice can take different forms in different types of academic writing and in different subject areas. When you are unsure of whether your own voice is appropriate consider how your writing would differ from someone else writing on the same subject.
- Writing academically doesn't mean to use 'fancy' language – consider that you're writing for markers who have lots of other assignments to read, be efficient and to the point!

‘complexity is in the content you read, not in your writing’
- Finding your own voice is a tricky but important skill. The University's [academic phrasebank](#) can help you find the words and phrases you need!

Student VS ChatGPT

Question: Why do poverty and under-development still exist?

- The central argument of this essay challenges the mainstream conception of poverty and development, stating that the issues still exist within a thriving capitalist system because the latter nurtures and fosters exploitation and inequalities in the Global South. Thus, the essay is positioned within the post-development theory, aiming to reveal a correlation between the hegemonic power of the Global North and the fact that the Global South is still associated with high levels of poverty and under-development. I will not assume that this is the only contributor to under-development, but that the colonial experience and the deployment of Western practices in the Global South are one of the main factors that allow under-development. To support the argument, I will split the essay into three sections. The first section moves the burden of being the core of the problem, as Collier calls it, from Africa to the Global North, dissecting how the capitalist system operates by using Michel Foucault's post-structuralist theory of power and discourse. In the second section, I will show how the modernization approach of the global institutions masks the issues of poverty and under-development, reinforcing the position of the Global North as the superior power. Finally, I will analyse the Herakles Farms case study on the subject of *land grabbing* in Cameroon to showcase the strategies allowed by the capitalist system to destroy the local communities in the name of development, instead of (re)building them.

- The persistence of poverty and under-development remains one of the most pressing challenges of our time, despite decades of efforts aimed at alleviating these societal scourges. This complex issue has attracted extensive scholarly attention, with various disciplines offering diverse perspectives to understand its multifaceted nature. From economic theories emphasizing structural constraints and inequalities to sociological frameworks highlighting the interplay of historical legacies, cultural factors, and institutional dynamics, the discourse surrounding poverty and under-development reflects a rich tapestry of scholarly inquiry. Despite considerable strides in global development initiatives, the persistence of these phenomena raises profound questions about the efficacy of existing strategies and the underlying mechanisms that perpetuate such conditions. This introductory exploration seeks to delve into the intricate web of factors contributing to the endurance of poverty and under-development, drawing upon a synthesis of contemporary research and theoretical insights to shed light on this enduring conundrum.

Avoiding Plagiarism

Take effective notes: Ensure that you record details of all the sources you use, this will make it easier to reference the work accurately.

Paraphrase & summarise: By re-writing ideas accurately, you will illustrate that you have understood them. To paraphrase effectively, re-write a passage of text in your own words, extracting the key points and compressing the original text. Avoid using direct quotations and this does not show understanding of the topic (if you use one, keep it short, in quotation marks and followed by a citation).

Be critical!: Your work should demonstrate that you have understood and engaged with your topic. Analyse and assess the arguments you've read about, rather than simply providing a descriptive account of other authors' work.

Reference: Accurately reference all the sources you use that are not your own. This includes direct quotations, paraphrases and any other circumstance in which you refer to another author's work. You don't need to reference information that is common knowledge. For example, you wouldn't need to reference the fact that Rome is the capital of Italy, or that World War Two ended in 1945.

GenAI

- AI is built on available information, primarily from western, hierarchical perspectives
- Bias is inherent due to data reflecting English/North American perspectives and norms
- Concerns of racial profiling in AI systems
- AI lacks true intelligence, creativity and critical thinking compared to humans

Let's test it!

We asked ChatGPT '**Why is AI not as effective as humans when writing academic assignments?**'

1. Understanding of Context: While ChatGPT can generate text based on patterns in the data it was trained on, it lacks a deep understanding of the context and nuances required for complex academic writing.

2. Critical Thinking and Analysis: Academic assignments often require critical thinking, analysis, and synthesis of information from various sources. While ChatGPT can provide information, it will struggle to formulate original arguments the way a human can.

3. Creativity and Originality: While ChatGPT can generate text based on existing patterns, it may struggle to generate truly original ideas or creative insights. Humans can bring their unique perspectives, experiences, and creativity to their writing, which can enhance the quality and originality of their work.

Use of AI (artificial intelligence) in your MAP Academic Assignment

We urge students to be cautious when using a chatbot or AI tool within their learning. Chatbots and AI tools can be useful, but there are several risks associated with using them.

You can utilise AI to generate ideas, key themes, and plan your assignment **but not to write your assignment.**

Do not use AI to generate text, or partial text for use in your assignment, otherwise use will be deemed academic malpractice because the words and ideas generated are not your own and not an accurate reflection of your learning. Further to this, the words and ideas generated by the chatbot or AI tool may make use of other, human authors' ideas without referencing them, which is **plagiarism. If you use AI in your MAP Academic Assignment and do not reference it properly, this will be classified as plagiarism.**

In addition, AI can generate academic references that do not exist. If you are found to have used sources in your Academic Assignment that do not exist, you will fail the referencing section of your academic assignment which means you will fail the academic assignment entirely.

Use of AI (artificial intelligence) in your MAP Academic Assignment

Tutors will check all of your references: Tutors will ensure that all your references are formatted correctly and link to real sources.

Tutors will ask you questions on your assignment draft to check your understanding: All tutors will ask you questions on parts of your assignment during your second meeting.

Suspected use of AI to write your assignment will be flagged to the MAP Team

We want you to develop the skills of a university student: Research, referencing and critical thinking are skills you need to learn to succeed at university. This is an opportunity to start building those skills now!

What do our students think of AI?

'I have heard horror stories of AI citing things that don't even exist, so I tend to steer clear of asking apart from asking if it can find anything about a certain subject for me to read. When you ask it anatomy questions, sometimes it pinches stuff out of context, and you know it's wrong! Bit mad, what if you didn't have prior knowledge and thought the stuff it cites are usually trustworthy?'

'I think it's important to drive home that every generative AI tries to be right - as in, if you ask whether ice cream and heavy cream are the same thing it will attempt to say yes, they both have milk. So, AI is inherently biased to try to do its job as well as possible, so whatever that's been given on that front, normally try to verify it'

'AI is notorious for citing papers that do not exist. I've also heard from my peers that the information generated by AI is not even up to date and AI generally doesn't have access to the full range of academic journals, therefore the information provided may not be as detailed as it should be'

'In terms of solving problems (in maths), it always gives incorrect answers. The lecturer in our Probability class attempted to solve one problem live and it showed all the correct steps but gave a completely wrong answer! Also, solving same problem using AI (ChatGPT) gave different answers all three times, which proves it shouldn't be used for solving it rather asking for guidance on how to go about a question'

Using AI Effectively



Creating an essay plan to help you develop and improve the structure of your assignment



Searching for synonyms/antonyms



Brainstorming ideas around a particular topics



Questioning text

Additional Resources

- [Academic Phrasebank](#)
- [MLE online resources](#)
- [MLE workshops](#)
- Writing the: [Introduction](#), [Main Body](#), [Conclusion](#)
- [Instruction words](#)



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Please complete the evaluation.

Do not leave the webinar yet!

Next Steps on MAP coming up....



https://www.qualtrics.manchester.ac.uk/jfe/form/SV_4Hm2LYf1KTud0VM

Next Steps

- **Email your tutor on 13th May!** We will be in touch on or just before this date with details of your subject, who your Tutor is and their email address.
- Think about potential topics for your assignment.
- Lots of extra guidance is available in the **Research, Reference, Write E-Learning module**.
- Access the online library now! Full info will be in the MAP Newsletter.
- **Optional Events** – Research and Referencing drop ins, 5th Aug and 25th Aug plus many more events coming up!
- **IMPORTANT: Medicine and Dentistry Admissions Talk** on 11th May and UCAT talk 20th May - **Book now via the Newsletter**
- **Module 3: Your Future, Your Choice registration opens next week** – keep an eye on your emails