



Young, Hannah. (2012). Reading lists and myReferences: integrating RefWorks and myCourse. Dialogue, January 2012, 2, pp. 31-38

Downloaded from <http://ssudl.solent.ac.uk/2040/>

Usage Guidelines

Please refer to usage guidelines at <http://ssudl.solent.ac.uk/policies.html> or alternatively contact ir.admin@solent.ac.uk.

Reading Lists and myReferences: Integrating RefWorks and myCourse

Hannah Young

Information Librarian - Law & Human Sciences, LIS

This article was originally published in the May 2011 issue of Multimedia Information and Technology (MMIT) 37(2) pp. 26-29 and is reproduced here with the kind permission of the editor, with minor amendments.

The project has since moved a long way forward with further developments, pilots and feedback leading to many changes and enhancements to the original software. A subsequent article will be published in Dialogue to bring the story fully up to date. In the meantime, for more information about project developments, please contact Hannah Young.

Introduction

In April 2010, the Library set up a reading list project group with the aim of discovering whether there were any alternative ways of providing lists to students. The Library currently uses LearnBuild to produce and manage reading lists. Whilst this software provides a good basis for reading lists, it does not meet all of the Library's needs (such as the ability to easily export references) and academics are not currently involved in editing their own lists due to the complexities of the system. The current process for creating lists is as follows: members of Library staff upload and update lists as they are sent through by academics; students access these from a Reading List link within their units on myCourse [Figure 1]. The software is used to produce lists in a range of formats, either as weekly lists or general recommended reading and can include direct links to journal articles and digitised chapters where required. The system also allows the addition of notes to resources and automatically links to the Library Catalogue for book details and availability.

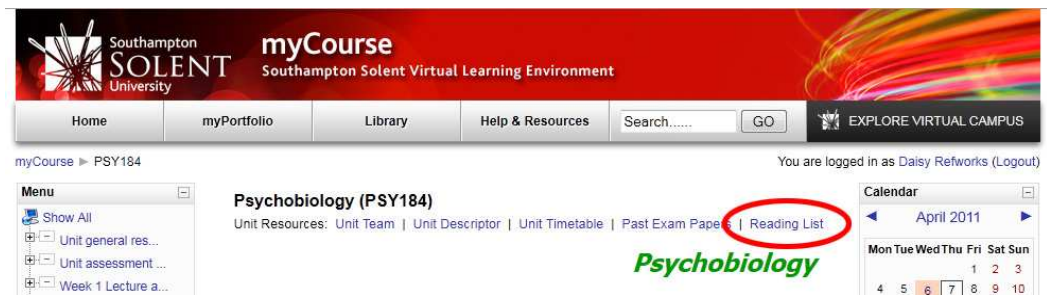


Figure 1. Example unit on myCourse with Reading List link at the top

Following a review of alternative reading list systems by the group, it was decided to investigate and pilot TELSTAR. The TELSTAR project was developed at the Open University (OU) and uses RefWorks bibliographic software to generate reading lists and make them available to students in the Moodle Virtual Learning Environment (VLE) directly, rather than via a separate link. Since Moodle has already been successfully adopted as the University's VLE, and as existing subscribers to RefWorks, this seemed a real possibility. Additional

features that were attractive include: using the SFX link-resolver to automatically link to ejournal articles thus reducing the need to manually create durable links; having a cut-down version of RefWorks software available in the VLE where students can save references and generate bibliographies and in-text citations [myReferences - see Figures 2-3]; and the ability to export reading list references automatically into a myReferences area. It was felt that having these facilities within myCourse might encourage students to use bibliographic software to help with their referencing and inspire them to move onto RefWorks for more advanced use as they progressed in their course. Due to the potential of the system, it proved possible to obtain some Strategic Development Funding (SDP) to set up a pilot project to investigate further.

Creating the system

During summer 2010 and after liaison and support from the OU, the TELSTAR code was loaded onto myCourse. The live system comprises of two elements - the Resource Page module (which allows for the creation and display of a reading list) and the myReferences area (which is the cut-down version of RefWorks).

Several months were spent testing the code and making localised changes until December 2010. One highly time-consuming element was customising the two Solent referencing styles (American Psychological Association 5th ed [APA] and Harvard - British Standard) so that they matched University guidelines and could be used by students during a pilot. It was also necessary to change the layout/order of the myReferences fields that are displayed for each resource type to ensure that all the required basic fields are available on the first screen and notes added where appropriate (thus ensuring that students do not need to 'Display all fields' to create a correct reference and know how to enter multiple authors) [see Figure 4].

The screenshot displays the 'myReferences' interface within the 'myCourse' system. At the top, there is a navigation bar with links for Home, myPortfolio, Library, Help & Resources, a search box, and an 'EXPLORE VIRTUAL CAMPUS' button. Below the navigation bar, the breadcrumb path reads 'myCourse > PSY184 > MyReferences'. The left sidebar contains several sections: 'References' with options like 'View all references', 'Create reference', 'Import references', 'Export references', and 'Create bibliography'; 'Folders' with a tree view including 'Journal Critique', 'Articles', 'Learning and Memory', 'Psychobiology', 'Week 3 Articles', and 'Week 1 References', along with 'Create folder' and 'Manage folders'; 'Shared accounts' with 'Create shared account' and 'Manage shared accounts'; and 'RefWorks' with 'Access your account'. The main content area, titled 'MyReferences', explains that it allows users to build a personal library of references and provides a detailed description of a source. It also states that MyReferences helps create correctly formatted bibliographies and citations, and is powered by the RefWorks software, which is an online bibliographic management package for storing, managing, and generating bibliographies.

Figure 2. Student view of myReferences area

myCourse ► PSY184 ► MyReferences ► Create bibliography

References
 View all references
 Create reference
 Import references
 Export references
Create bibliography

Folders
 Journal Critique
 Articles
 Learning and Memory
 Psychobiology
 Week 3 Articles
 Week 1 References
 Create folder
 Manage folders

Shared accounts
 Create shared account
 Manage shared accounts

RefWorks
 Access your account

Support
 succeed@referencing

Create bibliography

On this screen you can select which references you wish to include in a bibliography.

The bibliography can be generated using a number of different output (referencing) styles. Select the referencing style you wish to use from the *Output style* drop-down menu. If you are unsure as to the correct output style to use, it is recommended that you use the default style.

Selecting the *Create bibliography* button will generate the bibliography and display it on screen. Both citations to be used within the text of a document (ordered by your selection) and a bibliography (ordered depending on the output style) are displayed. You can cut and paste the displayed text to re-use in a document for assignments etc.

Always check the generated bibliography for general accuracy and against any specific referencing guidelines in your course guide.

For more help check the examples on succeed@referencing

Output style: Harvard - British Standard - SSU
 Include all references: APA 5th - American Psychological Association, 5th Edition - SSU

Journal Critique Articles (4)
 Learning and Memory (12)
 Psychobiology (24)
 Week 3 Articles (6)

Figure 3A. Student view of creating a bibliography and selecting a customised style

myCourse ► PSY184 ► MyReferences ► Create bibliography

References
 View all references
 Create reference
 Import references
 Export references
Create bibliography

Folders
 Journal Critique
 Articles
 Learning and Memory
 Psychobiology
 Week 3 Articles
 Week 1 References
 Create folder
 Manage folders

Create bibliography

(St Clair-Thompson, 2010)
 (Heit & Rotello, 2010)
 (McKone, Kanwisher, & Duchaine, 2007)
 (Maki, Shields, Wheeler, & Zacchilli, 2005)

Heit, E., & Rotello, C. M. (2010). Relations between inductive reasoning and deductive reasoning. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 36(3), 805-812.

Maki, R. H., Shields, M., Wheeler, A. E., & Zacchilli, T. L. (2005). Individual differences in absolute and relative metacomprehension accuracy. *Journal of Educational Psychology*, 97(4), 723-731.

McKone, E., Kanwisher, N., & Duchaine, B. C. (2007). Can generic expertise explain special processing for faces? *Trends in Cognitive Sciences*, 11, 8-15.


St Clair-Thompson, H. L. (2010). Backwards digit recall: A measure of short-term memory or working memory? *European Journal of Cognitive Psychology*, 22(2), 286-296.

Figure 3B. Student view of in-text citations and example bibliography generated in APA Solent style

DIALOGUE

Create reference

You do not need to fill in every field, but it is recommended that you fill in as many as possible.

Once you have saved a reference you can alter the information you entered by selecting the update button  next to the reference in the *view all references* screen.

Reference type: Book, Whole
Display all fields

ISSN/ISBN

Authors (separate multiple names with a semi-colon)

Title

Year

Edition (number only)

Publisher

Place of publication


Notes

Add attachment (Max size: 20MB)

Select to add to a folder: None

Create reference

You do not need to fill in every field, but it is recommended that you fill in as many as possible.

Once you have saved a reference you can alter the information you entered by selecting the update button  next to the reference in the *view all references* screen.

Reference type: Journal Article
Display all fields

DOI

Authors (separate multiple names with a semi-colon)

Title

Periodical

Year

Volume

Issue

Start page

Other pages/End page

Article URL - APA only
(NOT required for HARVARD printed articles, for HARVARD online articles change reference type to Journal, Electronic)

Notes

Add attachment (Max size: 20MB)

Select to add to a folder: None

Figure 4. Student view of Create a Reference option - different fields selected for 'Book Whole' or 'Journal Article' type and local customisation of note for Authors

Local customisations enabled staff to be satisfied that the system can reference materials correctly in the University styles and has the advantage that these styles can then be implemented in RefWorks so all students can use them for their referencing. However, the more local customisations that are added to the system, the harder it is to revert to the original code for subsequent upgrades, thus producing more work in the longer term. This is a key consideration for the project and how it can be taken forward, especially with forthcoming upgrades to RefWorks 2.0 and Moodle 2.0.

Other local customisations included adding two key features to help with the creation of reading lists: a DOI link-up with CrossRef which enables staff to enter an article DOI and automatically retrieve referencing details; and a similar link-up with the Library Catalogue for books [See Figure 4 - Get data options]. All journal articles automatically link to the SFX link-resolver but this can be overridden. The override option is critical: digitised article links that are not available via the link-resolver are added here and any problematic links can also be replaced. Books automatically link to records in the Library Catalogue displaying the location and Dewey number. The system also allows the creation of shared accounts, meaning that in the future, academics and librarians could both enter new referencing details and update reading lists collaboratively.

Within the Resource Page module, a reading list can be generated using an RSS feed from RefWorks - the librarian creates a shared account in myReferences and adds reading list references using the link-up features above, manually entering, or importing from RefWorks. Folders can be created for each week/topic area/resource type etc depending on requirements. These folders are then 'published' and an RSS feed is generated. The RSS feed is then added to a myCourse unit via the Resource Page module and references are displayed in Harvard or APA style. Each reference links to SFX, the Library Catalogue or an alternative URL [Figures 5-7].

Southampton Solent University myCourse Southampton Solent Virtual Learning Environment

Home myPortfolio Library Help & Resources Search..... GO EXPLORE VIRTUAL CAMPUS

myCourse ► PSY184 ► Reading List

Jump to...

Textbooks

- Pinel, J. P. J. (2011). *Biopsychology* (8th ed.). Boston, Mass. ; London: Pearson. (Opens in new window)
- Pinel, J. P. J. (2008). *A colorful introduction to the anatomy of the human brain : A brain and psychology coloring book* (2nd ed.). Boston, Mass. ; London: Pearson Education. (Opens in new window)

Journal Articles

- Allen, N., & Barres, B. (2009). Neuroscience: Glia — more than just brain glue. *Nature*, 457(7230), 675-677. (Opens in new window)
- Baskett, J. J. (2003). Does melatonin improve sleep in older people? A randomised crossover trial. *Age and Ageing*, 32(2), 164-170. (Opens in new window)
Digitised Article
- Beane, M. L., Cole, M. A., Spencer, R. L., & Rudy, J. W. (2002). Neonatal handling enhances contextual fear conditioning and alters corticosterone stress responses in young rats. *Hormones and Behavior*, 41(1), 33-40. (Opens in new window)
Digitised Article

Figure 5. Example Reading List generated from RefWorks RSS in APA style

Southampton Solent University

Return to Library Home Page

Library Catalogue Article QuickSearch

Search Advanced Search

Subscribe to Library News feeds

Biopsychology
8th ed..
John P. J. Pinel
Boston, Mass. ; London : Pearson c2011
Available

Holdings list Locations Details Reviews & Tags Additional services

			Send to ▾
Mountbatten Library	Floor 1A, Short Loan Collection	(612.8_PIN)	Available

Figure 6. Textbook records link to the Catalogue showing location details

Southampton
SOLENT
University

ExLibris SFX

Title: Recognition memory: What are the roles of the perirhinal cortex and hippocampus?
Source: Nature reviews. Neuroscience [1471-003X] Brown yr:2001 vol:2 iss:1 pg:51 -61

Full Text

Full text is here: [Psychology and Behavioral Sciences Full Text Collection \(EBSCO\)](#)

Year: Volume: Issue: Start Page:

Available from 2000
Most recent 1 year(s) not available
OFF CAMPUS: select *Shibboleth Login* followed by *UK Higher Education* and then Southampton Solent University

Full text is here: [Academic Onefile \(GALE\)](#)

Year: Volume: Issue: Start Page:

Available from 2000
Most recent 1 year(s) not available
OFF CAMPUS: login using "Shibboleth users click here"

Holding information

Check for a printed version in the [Library Catalogue](#)

More Options ▾

You will need a username and password to access some journals. [Click here for password information](#)
Need help using the eJournals? [Click here for eJournal help](#)
If you have any questions or comments please email library.enquiries@solent.ac.uk

Figure 7. Articles automatically link to SFX menu where available online or can link to digitised articles or URLs where required

Using RSS has great advantages since references can be updated in myReferences and changes are automatically reflected on the live list for students. The potential for providing reading lists by RSS is very encouraging, but it must be noted that obstacles have been encountered. For example, depending on the format of lists, it may be necessary to have many separate RSS feeds as individual list items cannot be moved around or headings inserted between them. Notes can be added to individual resources, which is a useful feature, but there is not quite the flexibility that some reading lists require. An additional problem is the need to add book records several times into each RSS feed - this enables specific page numbers to be added for weekly readings, but means that multiple records for the same item exist in the myReferences shared account.

It is now likely that the Resource Page module will be discontinued by the OU, but work on RSS has still proved useful - it may be possible to develop an in-house system instead which uses RefWorks RSS feeds to display reading lists in a more flexible manner and with different styling.

Piloting the system

In Semester 1 and 2, 2010-11, the system was piloted with Level 4 and Level 5 Psychology students (using APA style) and Level 4 Criminology students (using Harvard). An export file of each reading list was created - this allows students to click on a link in their myCourse unit and have all their reading list references imported automatically into their own myReferences area, ready to use in a bibliography. A workshop demonstration and hands-on exercise using this import, and adding references into their myReferences area, was provided for the Level 4 students. Level 5 students received a demonstration in a lecture. All students were asked to try out the system and to give feedback.

At this point, whilst there are obvious advantages to using RefWorks within Moodle, it should be noted that the myReferences area does have limitations. As a cut-down version of RefWorks, students have to cut and paste reference details into their Word documents rather than automatically downloading them into Word format. Also, there is no automatic import facility in myReferences from library subscription databases, so students either need to manually enter their reference details or push journal article references into RefWorks, and then access these from within myReferences.

Feedback

It proved difficult to obtain feedback from the Level 5 students - many were still using the old 'Reading List' link in myCourse as this had been their access route to core readings in Level 4. A few students answered a questionnaire, indicating that the reading list was helpful, but no students attended pre-arranged focus groups or gave substantial information on their use of the system. From the questionnaire analysis, six students stated that they had not used myReferences because it was too complicated; two because they did not know what it offered; and two because they preferred to do their own referencing. This indicates that myReferences may not be intuitive to use and that training sessions with students might be required, as are currently offered for RefWorks. Indeed, one student commented that a more in-depth introduction to the system would have been helpful.

The Level 4 students who received a workshop gave useful feedback - there were some concerns about the system including the need to improve some labelling on fields in myReferences (i.e. 'title' to 'article title' and 'periodical' to 'journal title'; and an author example demonstrating the need to put the surname first) along with comments on the display and placement of certain features. Overall though, feedback has been positive and students seem to like the idea of having their reading list references automatically available, and the ability to add new references to their personal area.

An additional issue highlighted in the workshops is that if students create a RefWorks account separately with a non-University email, this results in students having two accounts, so the link-up between myReferences and RefWorks does not exist. It will therefore be necessary to ensure that all RefWorks accounts are created with University details to prevent this occurring.

The future

myCourse statistics, along with feedback from a questionnaire and three interviews held with the Level 4 students are currently being analysed to gain more information about the use of myReferences. This will enable a decision to be taken as to whether to make the area available to more students and progress with further customisations/updates as suggested from feedback during the workshops. Usability testing with additional students has also been proposed.

RSS feeds will continue to be investigated as a potential way of providing reading lists to students within the VLE.

Conclusion

The project's overriding aim was to discover whether there were new and alternative ways of providing reading lists, and more specifically, the relevance and suitability of myCourse/Refworks integration. RefWorks RSS does appear to be a possible solution but further testing and the creation of an in-house system would be required to take this forward. It will therefore be useful to ascertain whether any other Universities are using/considering RSS for reading lists as part of this development work.

Whilst this has been a worthwhile project, setting up and customising such a system has been very time consuming. It appears that there is simply not an easy and cost-effective out-of-the box solution to providing reading lists since there are so many different requirements and issues to address.

The use of myReferences has demonstrated how students struggle with referencing in the first year, and wish to be given more help - but a true evaluation of the Level 4's use of this area is still required in order to decide whether further work is justified and whether it should be made available as an alternative/addition to RefWorks in the next academic year.

For further information about the project and to view example reading lists, please see: <http://mycourse.solent.ac.uk/refworksproject>

Acknowledgements

This paper was written with contributions from Kathryn Ballard (Information Librarian) and Roger Emery (Learning Systems Development Manager)

Contact

Hannah Young

Information Librarian (Law and Human Sciences) LIS

☎ 02380319687

✉ hannah.young@solent.ac.uk