

Report Guide

Bachelor's/Master's thesis
Date dd.mm.year
Degree Programme/Master's Degree Programme
Specialisation (if applicable)

ABSTRACT

Tampereen ammattikorkeakoulu
 Tampere University of Applied Sciences
 Degree Programme /Master's Degree Programme in
 Specialisation (if applicable)

FAMILYNAME, FIRSTNAME (& FAMILYNAME, FIRSTNAME):
 Thesis title

Bachelor's/Master's thesis X pages, of which appendices X pages
 Month 20XX

The abstract is a clearly structured and fluently written one-page summary of the bachelor's/master's thesis. It should be easy to read and self-contained and progress consistently. The abstract gives the reader an overall view on the thesis. After reading it, the reader can decide if (s)he wants to continue reading.

The abstract should have the same layout as the rest of the thesis but the spacing is 1. The title is ABSTRACT written in uppercase letters and font size 12. The degree programme, potential specialisation, thesis author(s) and thesis title are written below the title. The word Bachelor's thesis or Master's thesis, number of pages and potential appendices as well as the completion month and year are written below them. The abstract is placed between two horizontal lines.

The paragraph division may be as follows: The first paragraph tells about the thesis background, purpose, objective, research problems and methods. The second paragraph describes the results and the last paragraph the conclusions and development proposals. The abstract is written in the past tense and passive voice. The present tense is however used when it is a question of universally valid results or conclusions.

If the thesis includes confidential information, it has to be stated in the abstract. The author may for example write that confidential material has been removed from the public report.

After the abstract, 2-5 index terms are given to describe the contents for information search systems. They are placed under the second horizontal line without spacing and written in lowercase letters. The first term defines the subject field as closely as possible and the following terms specify it.

Keywords:

CONTENTS

1	INTRODUCTION	6
2	REPORT LAYOUT	8
2.1	Page layout, margins, page numbering and effects	8
2.2	Headings.....	8
2.3	Paragraph and division into paragraphs	9
3	REPORT STRUCTURE	11
3.1	Report structuring	11
3.2	Cover page	11
3.3	Abstract.....	11
3.4	Table of contents	14
3.5	Introduction and discussion.....	14
4	TABLES, FIGURES AND PICTURES.....	16
4.1	Reference to tables, figures and pictures.....	16
4.2	Tables	16
4.3	Figures and pictures	17
4.4	Equations and formulas	23
5	REFERENCES IN TEXT.....	26
5.1	Reference to sources.....	26
5.2	Reference to one sentence.....	27
5.3	Reference to several sentences.....	28
5.4	References when there are two authors	28
5.5	References when there are several authors	29
5.6	Reference to sources with no natural author.....	29
5.7	Reference to several sources	31
5.8	Reference to several publications of same author	31
5.9	Reference to diverse pages of same source.....	32
5.10	Personal notification.....	32
5.11	Secondary sources	33
5.12	Direct quotations	33
5.13	Direct foreign language quotations	35
6	LIST OF REFERENCES.....	37
6.1	Purpose and layout of list of references.....	37
6.2	Books.....	38
6.3	Articles and compilations	39
6.4	Expert interviews and email messages.....	41

6.5 Reports and committee reports.....	42
6.6 Laws, statutes, standards and directives	42
6.7 Conferences, seminars and other expert lectures.....	43
6.8 Theses	44
6.9 Translated works.....	44
6.10 Films, television and radio programmes	45
6.11 Digital and web sources.....	45
6.12 Examples on web source references	46
6.13 Podcasts and recorded TV programmes	48
6.14 Unpublished sources	49
7 THESIS APPENDICES	51
LIST OF REFERENCES	52
APPENDICES	53
Appendix 1. Maturity test	53
Appendix 2. Lists.....	59

GLOSSARY (In the field of technology only)

A	double-acting cylinder area, m ²
a	restrictor area, m ²
d	slide or restrictor diameter, m
f	frequency, Hz
$G(s)$	transfer function
M_{max}	maximum hydraulic motor torque, Nm
m	load or piston mass, kg
P	wattage, W
p	pressure, MPa
α	load factor
ϖ	amplitude or maximum value

If there are only a couple of abbreviations and terms, they are explained when they first occur in the text. The explanation is given in brackets. If it is necessary to use a separate list of symbols, it is placed on the page following the table of contents before the introduction. The heading is not given in the table of contents but the introduction is the first chapter.

The list of symbols above is an example on a concise way of explaining used abbreviations and special vocabulary. The list heading can be for example GLOSSARY as above or ABBREVIATIONS AND TERMS. The list is only constructed if such abbreviations, terms or other vocabulary is used that a professional in the field, such as your supervisor, does not necessarily understand. In any case, the abbreviations have to be opened and if necessary explained in the actual text. Generally known field-related concepts do however not need to be explained or listed. The abbreviations are given in alphabetical order as follows: mathematical symbols, other symbols and letter symbols.

1 INTRODUCTION

The report guide describes the structural and formal requirements for written reports followed at Tampere University of Applied Sciences. Problems related to structural and formal requirements not covered by the guide are to be negotiated with the thesis supervisor or a language and communication teacher.

The guide aims at establishing a common reporting practice for written reports. The guide primarily applies to the final thesis report but it should be followed during the whole thesis process. The guide is also applicable for many other written assignments during studies. The guide includes plenty of examples the purpose of which is to illustrate the rules and facilitate their reading and interpretation. The order of the guide is the following: cover page, abstract, table of contents, (glossary), introduction, main text body, references and appendices. Actual grammar, word processing and research methods have not been included in the guide. The appendix 1 includes maturity test guidelines and assessment criteria. The appendix 2 gives examples on lists.

The thesis is written in consideration of peer readers in such a way that readers have a clear view on what has been done and why. The report covers what was studied, why and how, what results were attained, what can be concluded of them and how they can be utilised. The extent of the report depends on the nature and objectives of the work.

The thesis demonstrates mastery of the field as well as the student's language skills. It is important that the contents are conveyed to the reader clearly and understandably. The author should pay attention to the basics of writing: paragraph division and sectioning, sentence and clause formation, choice of words, as well as spelling and matters of form. Reports are written in a formal style characterised by consistency, clarity, precision and conciseness (Hirsjärvi, Remes & Sajavaara 2009, 291). The author should avoid time-worn images and vogue expressions. The formal style is good when as little attention as possible is paid on

the language, and the information is conveyed as simply and accurately as possible.

2 REPORT LAYOUT

2.1 Page layout, margins, page numbering and effects

There is a ready **thesis template**. The **font type** is Arial and **font size** 12 points. The main and subheadings are bolded in the template. Spacing is 1.5 in the whole text; **spacing** 1 is only used in the abstract and list of references.

Margins are 4 cm on the left, 2 cm on the right and 2 cm at the upper and lower edge. The right side is also aligned. Hyphenation is used in connection with alignment.

Page numbering is started from the cover page but the first page number is not to be visible until the table of contents. The numbering runs continuously to the last page and thus the list of references and appendices belong to the same numbering. The page numbers are Arabic numbers, for example 6, and they are placed at the right upper edge of the page.

Main and subheadings and paragraph headings are bolded. An important matter or concept can be bolded when it appears in the text for the first time. **Effects** should be used cautiously and consistently. All direct quotations of interviewees' speech used as thesis data are indented and *italicised*. No quotation marks are used in connection with these citations.

2.2 Headings

Hierarchical numbering is used in front of headings. There is no full stop after the last number or at the end of headings. If a main chapter has subchapters of the same level, there must be at least two of them. There can be three heading levels at the most, namely the main heading (eg 2), subheading (eg 2.1) and subheading subordinated to it (eg 2.1.1). The font size 12 is used in all of them. Main

headings are written in capital letters, and subheadings in lower-case letters using the same font type as in the body text. Two blank lines are left between the main heading (2) and subheading (2.1). The subheading (2.2) is separated from the text by leaving two blank lines before the heading and one after the heading. The same rule applies to subheadings subordinated to subheadings (2.2.1). A new main heading is always started on a new page in theses. All headings start from the left margin. In the thesis template, all headings except for the table of contents are bolded. It is possible to use **paragraph headings** in small text parts in the body text, as in 3.4. The paragraph headings are bolded and the text begins on the following line. The paragraph headings are not included in the table of contents.

2.3 Paragraph and division into paragraphs

The **paragraph** structures the text conceptually and visually: from one paragraph to another – from one idea, viewpoint to another. A paragraph is to include an issue or idea entity. In fluent texts, the writer expresses how the new paragraph relates to the previous one. Each paragraph has to include a minimum of two sentences. From the viewpoint of readability, the recommended paragraph length is 5-15 lines.

In the thesis, blank lines are used to demonstrate the **division into paragraphs**. This means that all lines of a paragraph start from the same place in the left margin without indentation. Chapters usually consist of a minimum of two paragraphs, not only tables, lists or figures. The main chapter can be started with a one-paragraph introduction or **lead**, which gives the key facts needed to understand the subchapters. If the author wants to begin a main chapter with a lead, it has to be used consistently in all main chapters except for the introduction and discussion.

There should be no **widow and orphan lines** in the text. No heading is alone on a page without the paragraph. A subheading or a line is not left alone at the bottom of a page (widow line) but there has to be a minimum of two text lines under

the heading. If this is not possible, the heading is written on a new page. Respectively, there has to be a minimum of two text lines in the first paragraph on a new page. Single orphan lines may not occur at the top of a page. They can be prevented in the word processing settings.

3 REPORT STRUCTURE

3.1 Report structuring

The thesis usually follows a three-part structuring: the first part is an orientation to the topic, the body part describes the implementation and analyses results, and the final part includes other related information. The text structuring illustrates the author's view on the total report structure. The following components can be distinguished in thesis reports:

First part: Cover page

Abstract

Table of contents

Body part: Text (introduction, processing, results, discussion, conclusions)

Final part: References

Potential appendices

3.2 Cover page

The thesis data is written on the report template's cover page. The thesis title represents the whole thesis and thus it should be apt, concise and informative. There is no full stop after it.

The first name is written before the family name. If there are several authors, the names are written in alphabetical order according to the family name and placed below each other. The date tells when the thesis was submitted for publication.

3.3 Abstract

An example of a thesis abstract is given on page 2 in this guide. The abstract is a simply and fluently written summary of the thesis. Its length is one page at max-

imum. The abstract is to be written in full sentences without any effects, references or quotations. The language has to be clear and understandable, and thus any unestablished abbreviations or terms may not be used. The reader of the abstract gains a general view on the thesis and after reading it he/she can decide if he/she wants to take a closer view on it. The abstract is placed on the second page right after the cover page.

The abstract should be written in a declaratory style, passive voice and past tense. The present tense is however used with universally valid results or conclusions. The abstract is a consistently structured and concise description of the thesis.

In the abstract, the division into paragraphs can be for example as follows: The first paragraph includes the background, purpose, objective, problems and methods of the thesis. The second paragraph states the results and the last paragraph the conclusions and development suggestions. Closer instructions are given in the degree programmes. After the abstract, 2-5 index terms are given to describe the contents for information search systems. They are placed under the second line without spacing. The first term defines the subject field as closely as possible, and the following ones specify it.

Main words of the thesis title are written with initial letters capitalised. The initial letters of prepositions, articles etc. are not capitalised. Colloquial headings are to be replaced with formal style if the author is not sure of their style.

Waste Management Plan for Hospitality Trade Fair in 2009
Promoting Young People's Emotional Wellbeing in Secondary Education

The abstract has to answer the following questions:

- 1) Introduction: objective, purpose
- 2) Approach/methodology; data collection and data analysis
- 3) Key results/findings
- 4) Conclusions/discussion

Abstract language

The abstract is written in a formal style. The language of the abstract has to be neutral, concise and unambiguous. The abstract should be written directly in English and not translated. Literal translation often leads to a clumsy, complicated and inauthentic language. Too long sentences are not reader friendly and may require several readings.

Abstract tenses

The abstract should mainly be written in the past tense. The present tense is however used when it is a question of universally valid results or conclusions.

Objective/purpose (past tense)

The objective of this study was to gather information about...

The purpose of this thesis was to collect information on...

Approach, methodology (past or present tense)

This study was carried out as a project.

The data were collected from 17 paediatric patients and 29 parents.

The data were analysed using qualitative content analysis.

The theoretical section explores...

The empirical part consists of...

Key results/findings (past or present tense)

The respondents stated that...

The majority of participants believed that...

These results suggest that ...

Conclusions/discussion (present tense)

The findings indicate that...

Further research is required to...

Furthermore, preventive measures should be adopted to reduce all types of abuse...

To help prevent obesity, strategies are needed to decrease adolescents' sedentary leisure time...

Spelling

The abstract is written in the passive voice: expressions such as *I* or *my* are not used:

More attention has been paid to...

The data were gathered by conducting a survey among customers...

The data were analysed by applying...

Different methods were compared...

Contracted word forms are not used: doesn't → does not; didn't → did not

No comma in front of *that*-word!

The results show that the respondents were satisfied with...

The s-genitive is used in connection with people and of-genitive in connection with things.

The customers' opinions gave interesting information for the new menu of the restaurant.

3.4 Table of contents

The table of contents is placed right after the abstract and its heading is CONTENTS or TABLE OF CONTENTS. The heading is written in capital letters from the left margin. After the heading, two blank lines are left before the table of contents. The main headings are written in capital letters and start from the left margin. The subheadings are to be indented in steps and written in lower case. In the table of contents, the headings are not bolded.

REFERENCES and potential APPENDICES are also marked at the end of the table of contents as unnumbered main headings in capital letters. If there are several appendices, they can be marked as follows:

APPENDICES	page number
Appendix 1. Heading.....	page number
Appendix 2. Heading.....	page number

Appendices belong to the page numbering.

3.5 Introduction and discussion

The introduction is the first chapter and its purpose is to make the reader interested and give preliminary information on the discussed theme. The introduction presents the background, purpose, objective and subject definition of the thesis. The reader should be able to form a clear idea of the objectives, process and

results of the thesis on the basis of the abstract, table of contents and introduction.

The discussion part of the thesis can be headed DISCUSSION or CONCLUSIONS AND DISCUSSION. Its purpose is to form an entity of the thesis: it draws the results together and discusses them in relation to the theoretical bases of the thesis. Reliability and ethical viewpoints related to the thesis are also considered in the discussion. In addition, it is evaluated if the work was successful, (potential) development suggestions are presented to the orderer of the work or target group based on the results, and (potential) further research topics are presented. The discussion part works as a pair for the introduction: it should answer the questions set in the introduction.

4 TABLES, FIGURES AND PICTURES

4.1 Reference to tables, figures and pictures

Tables, figures and pictures are often used in theses to visualise the text. All diagrams and figures that are not tables are called figures. Photographs are always marked as pictures. Accurate and illustrative tables and figures as well as considered pictures enable quick summary or general view on the contents of several text pages.

Paragraphs may not start with a table, figure or picture but they have to be preceded by descriptive, explanatory or justificatory text. Tables, figures or pictures may thus not be left for the reader to interpret. In English theses, the texts related to the table, figure or picture are written in English. If the table, figure or picture is reference data, it is referred to as other material. In text, figures are referred to as follows:

Lampikoski (2009, 178) describes the introduction phases of new time management solutions (Figure 1).

It can be seen in Figure 1 how the introduction phases of new time management solutions progress (Lampikoski 2009, 178).

4.2 Tables

The table is placed after the text where it is referred to. The heading of the table is numbered and placed above the table (Table 1).

TABLE 1. User groups

User group	%	Number
ABC	61	233
XYZ	39	145

The table can be referred to in the text for example as follows:

61 % of the respondents belonged to the group ABC (Table 1).

A table or figure can include information from several sources in which case all sources have to be given, for example as follows: TABLE 2. Heading (Kassara 2008, 9; appendix 3)

4.3 Figures and pictures

Figures include graphs, diagrams and drawings, and pictures include photographs and other pictures. The heading of the figure or picture and a consecutive number are marked below it.

Statistical graphics practices are followed in creation of graphs (diagrams). For example, the pie graph demonstrates the proportion of the parts of the entity (100%) to one another (Figure 1).

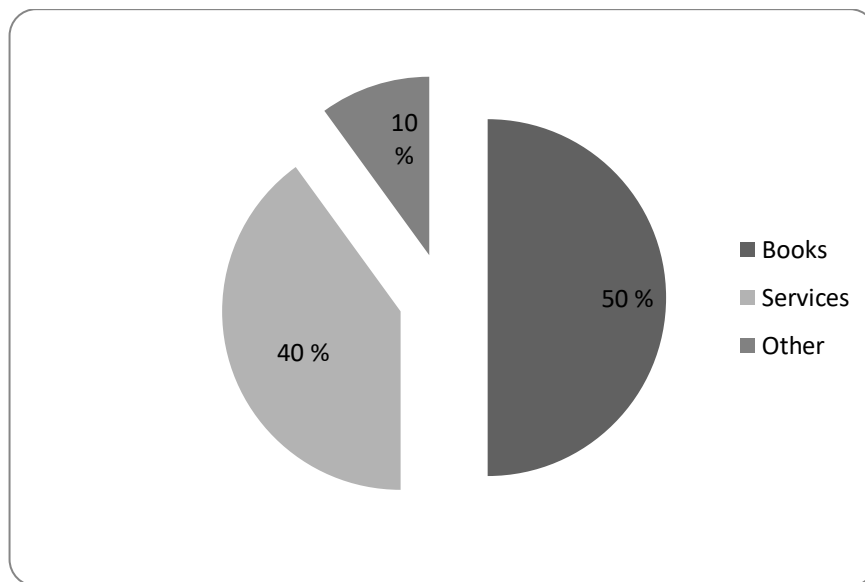


FIGURE 1. Company Ltd's sales proportions in percentages according to sectors in 2018

Diagrams can illustrate the event progress, work order, statement completion order in software and organisation hierarchy. Figure 2 illustrates formation of a signature file vector:

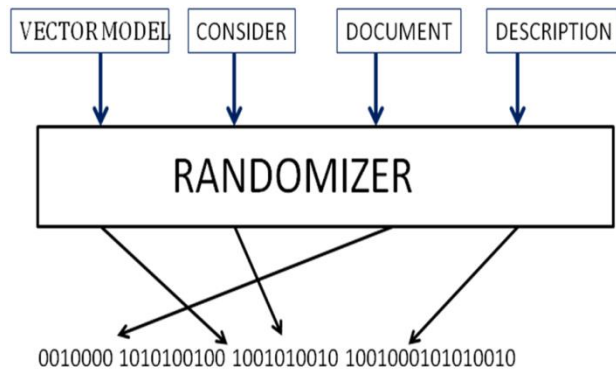


FIGURE 2. Formation of a signature vector (Ashford & Willett 1988)

If a table, figure or picture has been modified, it has to be stated for example as follows:

FIGURE X. Formation of a signature vector (Ashford & Willett 1988, modified)

The descriptive role of pictures becomes emphasised when the actual thesis is a device, software or a unique presentation. For example, illustrated instructions for use, work phase progress or assembling texts are usually so simple that many words are not needed (Figure 3).

Photographs are cropped to present only the essential (Picture 1; Picture 2). If necessary, arrows, circles or numbers can be added to them (Figure 3). The photographer's name as well as the year are marked in brackets (Picture 2). The photographer's name is not marked if the photograph was taken by the author.

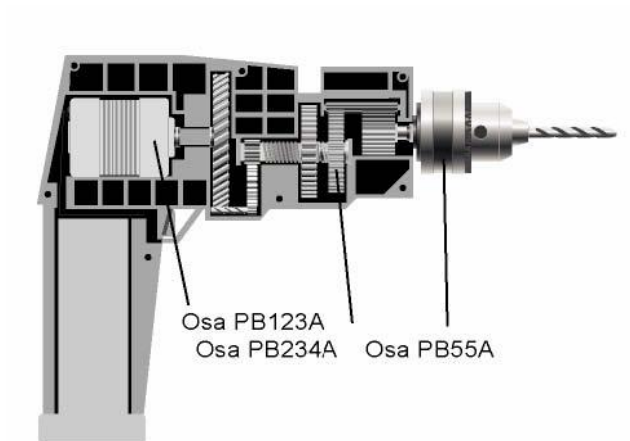


FIGURE 3. Drilling machine

Descriptive, explaining, argumentative text - -



PICTURE 1. Footing of the main supporting beam (Lehtonen 2008, 10)

Descriptive, explaining, argumentative text - -



PICTURE 2. The filming group with their equipment (Salminen 2009)

Graphs are called figures. They present individual measurement results or other equivalent information and must have axis quantities and units. Either the name or abbreviation of the quantity is given. Quantities are italicised as in text and the potential unit is given in brackets. The measurement points are marked clearly and potential functions which describe the phenomenon are fitted with the points. It is worth avoiding use of fraction bars or splines between points unless it is necessary for readability (Figure 5).

The background grid is drawn if necessary. If the purpose is to read data from the graph, the grid has to be drawn (Figure 5). Even if the grid was not drawn, the graph axes should have the scale marks (Figure 6). The axis figures should have equal number of decimals except for integer numbers. The axis pitch should mainly be 1, 2, 5 or 10 units.

If necessary, axis markings are moved in such a way that the markings do not leave underneath the points or fits. If several graphs are drawn in the same figure, an explanation box is added.

As a rule, the same font is used in the graph as in the body text but readability is the most important. The physical graph types include XY scatter charts. Figures 4, 5 and 6 include different types of graphs. There are a variety of graphs and field-specific ways of representing them and thus in unclear cases you should

consult your thesis supervisor. The examples aim at illustrating the general principles on presenting graphs.

Figure 4 presents the linear dependency between tension and current power. A straight line was fitted to the measurement points and vertical error bars were drawn on the points. There is a grid on the background and the more detailed pitches are marked on the axes with scale marks. The quantity symbols are italicised but units are written in regular font.

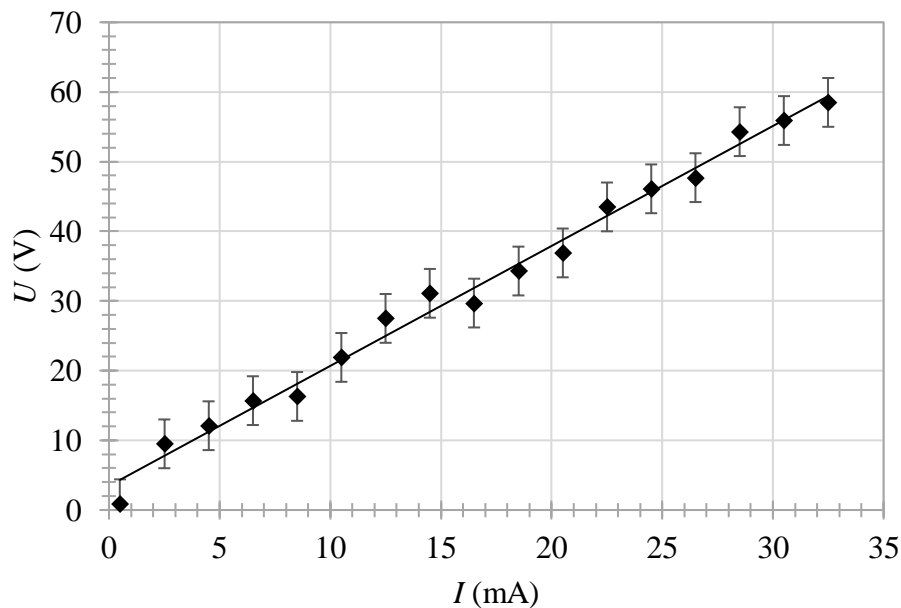


FIGURE 4. Dependence between tension U and current power I

Figure 5 represents the values measured by an acceleration sensor at various points of time. In addition to the measurement points, a solid line was also drawn to improve readability as it is difficult to conceive the measured phenomenon based on points only. The line is slightly transparent. If there are more points, they do not have to be drawn and the measurement can be presented as a solid line only. A detailed grid is in the background as the purpose is to see the accurate values from the graph. The axis font has been slightly bolded.

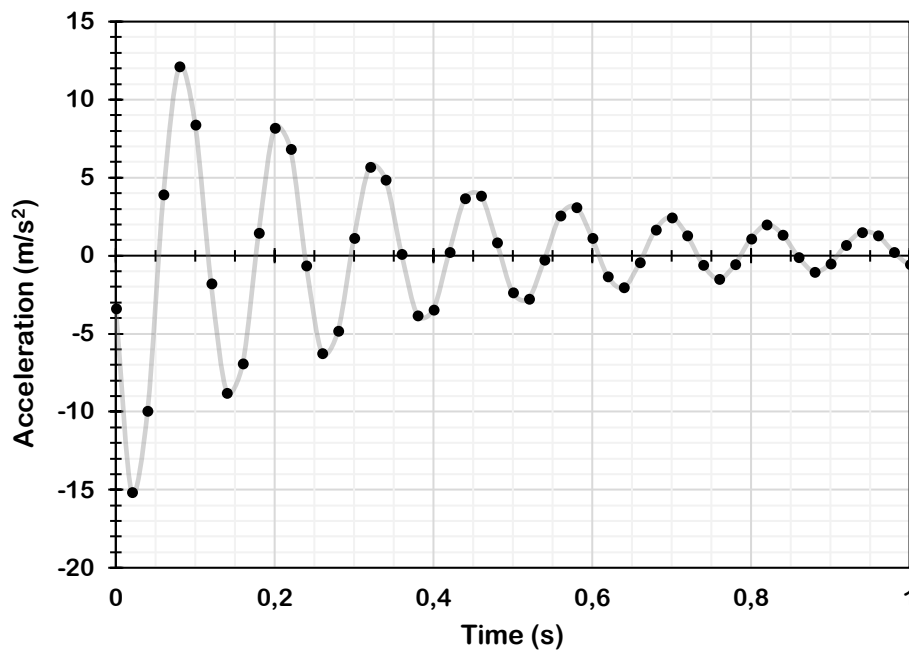


FIGURE 5. Weakening of vibration as a function of time

Figure 6 offers an example of presenting the measurement points without a grid. The purpose of the graph is to demonstrate that the sensor-measured signal is cyclic. A cyclic function was fitted to the measurement points and the horizontal axis markings were moved to the bottom of the graph for the sake of clarity. A line was drawn to emphasise the actual place of the axis. Explanations can be added inside the graph if they do not impede readability.

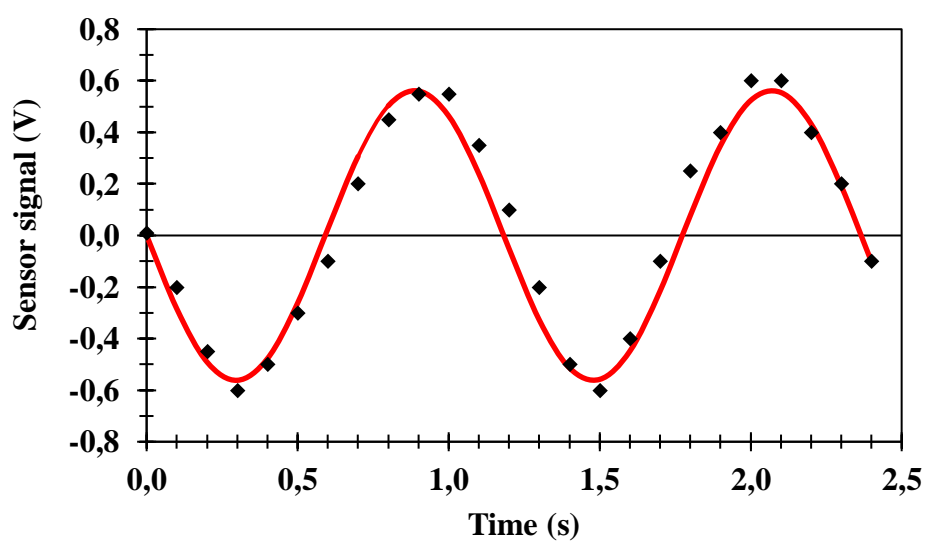


FIGURE 6. Periodicity of sensor tension signal

4.4 Equations and formulas

Equations and formulas are written on their own line and one blank line is left above and below them. They are centred. If more than one line is needed for the formula, it is divided either before the equality sign (=) or after some other mathematical operator (+, -, /, ·). Equations are numbered consecutively in brackets on the right side of the equation close to the text margin. The numbering is set in the middle point of the formula if the formula has a rational expression or for some other reason it does not fit in one row. The number can be used to refer to the equation or formula in the text, and the referred equations are not mixed up: "...according to the equation (1)..." Formulas are not numbered when numerical values are substituted into them unless there is need for referring to the substitution in the text. The quantity symbols of equations are explained right below the equation in the text. If necessary, quantities can also be explained just before the formula provided that their meaning becomes clear for the reader. The formula is a part of the sentence and thus an appropriate punctuation mark is written after it. If there is a risk of confusing the punctuation mark with another marking, it is worth leaving it out (Formula 3). For example, with direct current the electric power P is

$$P = UI, \tag{1}$$

in which U is voltage and I is current.

In equations, the same letter can sometimes express both the quantity and unit of measurement. As above, variables and quantities are italicised but value units are written in regular font. There is a space between the number and unit.

Example:

Based on measurements the electric power can be calculated with the formula (1)

$$P = 22.5 \text{ V} \cdot 0.20 \text{ A} = 4.5 \text{ W}.$$

Trigonometric function abbreviations (eg sin and cos) are also written in regular font. For example, electric power for alternating current is written

$$P = UI \cos \phi, \quad (2)$$

in which $\cos \phi$ is power ratio. Function arguments are marked in brackets if it does not otherwise become clear which part belongs to the argument.

Indexes and exponents that are not variables are also written in regular font. For example, the electric field strength caused by point charge Q with the distance r is

$$E = \frac{1}{4\pi\epsilon_r\epsilon_0} \cdot \frac{Q}{r^2} \quad (3)$$

Subindexes are however italicised if they represent a physical quantity, for example specific heat capacity at constant pressure is marked c_p . Variable indexes are also italicised. For example

$$\sum_{i=1}^{\infty} \sum_{j=1}^{\infty} x_i y_j = x_1 y_1 + x_2 y_2 + \dots \quad (4)$$

Chemical formulas and chemical element symbols are written in regular font, for example H_2O or ^{14}C . It is worth moving subscripts and superscripts higher or lower as necessary and their character pitch can be compressed. For example, sulphate ion is marked SO_4^{2-} in which the subscript and superscript are written on top of each other.

Differential and derivative operators are written in regular font even if related quantities are italicised:

$$a = \frac{dv}{dt} \quad (5)$$

$$U_{AB} = V_A - V_B = \int_A^B \vec{E} \cdot d\vec{S}. \quad (6)$$

∞

5 REFERENCES IN TEXT

5.1 Reference to sources

A reflecting and critical attitude to sources forms the basis of information. Criticism of sources is assessment of the information origin, reliability, viewpoint and usability in relation to the assignment. Source information always has to be set to a context for example by considering who has produced the information, for what purpose and where it has been published. The essence of information can best be understood by reading related material widely. Sources have to be quoted correctly. Information may not be taken out of context in such a way that a misleading image is given. Information may for example not be claimed sure or generally applicable if the original source does not do that.

Plagiarism is forbidden. It means copying of someone else's content as such and its presentation as one's own. Plagiarism can also be manifested in stealing of ideas even if the original idea was developed further. Texts can be quoted if the original source is presented in the immediate context and the quotation is separated from the author's own text.

Thesis sources always have to be given both in the text and list of references. In the text, sources have to be given in such a detail that they can be recognised in the list of references at the end of the thesis. References in text direct to the list of references where the reader finds closer information on the source. References do not cross paragraph borders but they have to be given separately in each paragraph. Source references in the text include the author's family name, year and page if available.

Source references are given for both direct and indirect quotations. It is important to distinguish between one's own thoughts, presentation of others' thoughts and direct quotations when referring to sources. References are to support the au-

thor's text, not form a summary on others' thoughts. Consecutive, unjustified references are not recommended in any work. In the following example, the author's thoughts are separated from the summarised views by means of the reference technique.

Example:

Use of sources requires the ability to read scientific texts, in other words reading has to be critical and thinking and evaluate the presented arguments (Hurttä & Peltola 1997, 43). It is worth reserving a lot of time for reading literature before starting to write. The selected subject field should be mapped enough widely in order to have a general view on the theme. According to Hurttä and Peltola (1997, 43) the read is not adopted as such but the essential is searched from the text, and the read is proportioned to other sources and one's own thinking.

There is a reference management software called RefWorks on Tampere University Library's website. It can be used if there are plenty of references. If necessary, **degree programmes** may separately decide on using a reference system offered in RefWorks (for example Harvard, which is closest to TAMK's guidelines).

5.2 Reference to one sentence

In the fact-centred reference manner, source information is given entirely in brackets. If the reference only applies to one sentence, the reference is marked into brackets inside the sentence before the full stop.

Example:

According to the ecopsychological idea of man, humans are an inseparable part of the nature (Salonen 2005, 30).

When using the author-centred reference manner and the source is given for the first time, the referred author's first name, title or status in the scientific community (ie why the author is significant) are also mentioned. There is no need to do this when using the same author's sources for the following time.

Example:

According to Psychologist Kirsi Salonen (2005, 78), other therapeutic methods can also be used alongside ecopsychological methods.

5.3 Reference to several sentences

When the reference marking applies to several preceding sentences, it is marked after the sentences. It forms an independent entity which ends to a full stop inside the brackets.

Example:

Increased use of internet has brought more dimensions to teaching. In addition to the benefits, use of internet also involves some negative features. (Aromäki 2006, 199.)

Inside paragraphs, the reference to several sentences can be separated from the author's text by giving the referred author's/authors' name(s) and the year of the source in brackets at the beginning of the reference.

Example:

Kniivilä, Lindblom-Ylänne and Mäntynen (2007) emphasise that good texts are characterised by their meanings and contents opening without problems. Successful texts can be understood at the first reading even if the subject itself was difficult. When the expression is precise and unambiguous, each sentence can be understood only in one way. (Kniivilä et al. 2007, 160.)

5.4 References when there are two authors

If there are two authors, both authors' names are always used in references. The &-sign is used in brackets, and the and-word in the body text.

Example:

Blogs aim at offering essential and interesting information for customers (Salmenkivi & Nyman 2007, 160).

5.5 References when there are several authors

If there are three or four authors, all the authors are only mentioned at the first reference time.

Example:

The writer and reader approach texts differently: the writer starts from the contents followed by the language, form and layout (Niemi, Nietosvuori & Virikko 2006, 128).

When the same source is used in the text for the following time, it can be shortened by writing et al. after the first author's family name.

Example:

It is the writer's task to structure the text in such a way that the reader can follow his/her way of presenting questions and reasoning (Niemi et al. 2006, 128).

When there are more than four authors, only the first one is given and the abbreviation et al. is used after the name. All authors are given in the list of references.

5.6 Reference to sources with no natural author

When a work has no natural author, the name of the publication or publisher is given as author depending on which is more informative to the reader. If the title is long (more than four words), the reference can consist of only two or three words from the beginning of the publication. The shortening is marked with three

dots. It has to be possible to find the source in the list of references on the basis of these words. The full name of the publisher/publication has to be given in the list of references. In references in text, there is no full stop between the title and the year.

Examples:

Children's disturbances of conduct and restlessness have increased (Kouluhuvinvointityöryhmän muistio 2005, 22).

The ability to broach substance use is part of professional skills (Päihdeongelmien ehkäisyn ja hoidon... 2007, 55).

When referring to for example newspaper articles with no named author, the title of the article, publication year and page number or newspaper part are marked to the reference in text. In this case, the source is alphabetised according to the title in the list of references.

Example:

Mediaosuuskunta Välke has started television broadcasts in cooperation with Pohjois-Hämeen Puhelin Oy on a local cable channel in Virrat. Support for the programme production has been received from diverse parties. (Mediaopiskelijat tuottavat tv-ohjelmaa kaapeliverkkoon 2011, 13).

When referring to an act or decree, the effective year or the statute number and the effective year are given. If relevant as regards the text contents, the section of the act can be given but only if it is significant.

Example:

According to the Accounting Act (1997 or 1336/1997) everyone practising a profession or business activity has the legal obligation to keep books.

When referring to a website with no natural author, the heading or the publisher is marked to the author depending on which is more informative to the reader.

Examples:

Other symptoms of sexually transmitted diseases can be fatigue, fever, lack of appetite, nausea, pain in joints, common cold symptoms, headache and itching in genitals (Lyhyesti sukupuolitaudeista 2007).

The open UAS offers students a flexible possibility to complete higher education studies and develop their professional skills (Tampere University of Applied Sciences 2012).

5.7 Reference to several sources

If the same information comes from several sources or the author has combined information from several sources to one entity from which each source cannot be clearly distinguished, several sources can be marked to the reference. The sources are to be given in the order of the publication year starting from the oldest and separated by semicolons. Publications issued in the same year are ordered alphabetically.

Example:

NLP (Neuro-Linguistic Programming) is an approach modelling the human mind and interaction in successful situations. At the turn of the millennium several researchers and educators aimed at creating a general view on the mental image systems of diverse senses. (Toivonen & Kiviaho 1998, 101–132; Leitola 2001, 29–61; Huhtinen 2002, 124–127.)

5.8 Reference to several publications of same author

If reference is made to several publications of the same author, the publications are ordered chronologically starting from the oldest one.

Example:

In Finland, talent has notably been studied by Kari Uusikylä (1989, 2002, 2005, 2008).

Publications of the same author issued in the same year are separated in the reference marking and in the list of references by adding a lower-case letter after the year without a space character.

Example:

It becomes evident from the studies of Vähäaho (2001a, 2001b) that large challenges are facing implementation of electronic information flow in health care.

5.9 Reference to diverse pages of same source

If references are made to consecutive pages of the source, a dash (–) is used between the page numbers without space characters, not the hyphen (-). In other cases, the page numbers are separated by a comma.

Examples:

Quality costs are caused by external and internal error costs, quality maintenance costs and prevention costs (Lecklin 2006, 156–158).

Quality management requires information management, information analysis and utilisation, an information system and quality management in information system projects (Lecklin 2006, 254, 259, 263, 266).

5.10 Personal notification

Personal notification means for example information received by letter, email or telephone, lecture notes (see 6.7) or discussions. It is also recommendable to tell

the information provider's title or profession to enable criticism of sources. Personal notifications are alphabetised in the list of references according to the family name of the information provider.

Examples:

According to Special Psychologist Anja Pohjanvirta-Hietanen (2012) the behaviour of every employee affects the wellbeing of the work community.

Good working environment affects both the working efficiency and wellbeing (Pohjanvirta-Hietanen 2012).

5.11 Secondary sources

Primary sources are to be used in theses. However, secondary sources have to be used sometimes if it is not possible to have the primary source. In this case, the secondary source is marked into the reference in text and list of references.

Example:

According to Viskari (2009, 24), Eskola and Hämäläinen (1996) state that scientific essays differ from literary essays by being connected to the questions, studies and concepts of the field.

5.12 Direct quotations

Use of direct quotations should be carefully considered. The purpose of using references is not to list available information but to summarise, analyse and apply it in each situation. Even when using direct quotations, they have to fit the surrounding text seamlessly. According to Hirsjärvi, Remes and Sajavaara (2009, 341) it is justified to use direct quotations when it is not possible or meaningful to paraphrase the information, in other words

- if the matter has been expressed so concisely and persuasively in the original text that it would lose its accuracy or even become distorted when paraphrased
- the author wants to comment, contradict or analyse the thoughts.

Both in direct and indirect quotations, the author always has to pay attention that

- the beginning and end of the quotation are marked unambiguously
- the reference information is sufficient to find the source in the list of references
- the direct and indirect quotations are naturally connected to the text.

Direct quotations are written exactly as in the original text and inside quotation marks. References must always be marked at the end of the quotation also when the paragraph continues with presentation of ideas from the same source after the direct quotation.

Example:

"Having the opportunity to test their ideas in public helps learners become aware of their own thinking processes as well as others'." (Mällinen 2007, 39). The learners' possible misconceptions can be straightened (Mällinen 2007, 39).

Direct quotations of more than three lines from printed or online sources are indented by one tabulator (= 2.3 cm) and the spacing 1 is used. The text is not italicised as interview quotations. Quotation marks are left out because the indentation itself tells that it is a question of a quotation. These quotations are separated from other text by one blank line both above and below.

Quality of learning depends heavily on such factors as the teachers' attitudes and beliefs, and their shared norms and expectations; that is, the culture of the school. It is, therefore, imperative to support changes in the teachers' beliefs, assumptions, knowledge and understanding, linking these with their pedagogical skills. (Kohonen 2000, 131.)

A reporting clause can be added inside the quotation, which makes it possible to highlight a single comment in the sentence among other significant information.

Example:

"Participating teachers seemed well equipped for online teaching", states Mä-linen (2007, 87), "if the criteria are access to computers and the Internet, and general computer know-how."

The author can also combine his/her views and a direct quotation in the same sentence.

Example:

Ghuri, Grønhaug and Kristianslund have stated that "students often have problems understanding the importance of theory and methodology in writing good business reports" (Ghuri, Grønhaug & Kristianslund 1995,1), which leads to the conclusion – –.

If something has been omitted in the middle of a direct quotation, it is marked with two dashes – –, not with hyphens --.

Example:

"Municipalities can assign the waste management – – partly or entirely to another corporation or private undertaking" (Waste Act 1993).

If the direct quotation needs a clarification of a word or two, the clarification is marked in square brackets [– –] (Hirsjärvi et al. 2008, 341). An example on a necessary clarification is an interview citation from Keso's (1999, 197) doctoral thesis:

This was in 1994. Before it was found out that it [Redigo] is not a million-seller: the flight article that the future can be built around in 'training planes'. That is when people started to think about what to do next.

5.13 Direct foreign language quotations

Direct foreign language quotations can be placed in the footnote in quotation marks if it is essential to present the original foreign language text. A translation

made by the author is not a direct quotation, and thus quotation marks are not used in connection with translations. Interview quotations in the original language can be placed in the actual text in quotation marks. All foreign language quotations or their meaning always have to be expressed in the language of the report too. Combination of different languages should be avoided in research texts.

Example:

Ethical instructions and theories can seldom provide the author with watertight and final answers (Viskari 2003, 107)¹.

¹ ”Eettiset ohjeet ja teoriat harvoin kykenevät antamaan aukottomia ja lopullisia vastauksia kirjoittajalle” (Viskari 2003, 107).

6 LIST OF REFERENCES

6.1 Purpose and layout of list of references

The list of references offers the reader the chance to see what kind of source material the author has used: how new and in what form the sources are. The reader also sees where to find more information and can check if the material exists. The reference in text has to begin with the same word as in the list of references in order for the reader to find the information.

The heading of the list of references is REFERENCES and it is placed at the end of the text body before the appendices. Spacing 1 is used. The references are separated from each other with one spacing. The list of references includes all and only the sources referred to in the text in alphabetical order. Other thesis-related sources the author has read during the thesis process are not included in the list of references. Marking of references is conventional, and there are several ways of marking them. In theses, the references are marked in accordance with the name-year system. Please notice that punctuation marks are used accurately in reference markings.

References are alphabetised according to the family name of the author and the first different letter in case of authors having the same name. Publications of the same author are ordered from the oldest to the newest. If several works or articles written by the same author in the same year are used, they are alphabetised according to the title, and a, b, c are placed after the year without a space character. If the author has one or more co-authors, the publications written alone are placed before the works or articles written with co-authors.

Example:

Lambert, P. 1999. – –
 Lambert, P. 2005. – –
 Lambert, P. 2008a. – –
 Lambert, P. 2008b – –
 Lambert, P. 2010 – –
 Lambert, P., Reunanen, R. & Helle, M.(ed.) 2005. – –

Lambert, P. & Vanhanen-Nuutinen, L. 2008. – –

6.2 Books

The basic guideline for reference markings is the following: Family name of the author, first letter of the first name. Year. Title. Potential subtitle. Edition. Registered office of the publisher: Publisher. If the publication year is not given in the source, it can be replaced with the abbreviation n.d. (no date).

Example:

Pelin, R. 2011. Projektihallinnan käsikirja. 7th edition. Helsinki: Projektijohtamien Oy.

If there are several authors, their names are listed in the order they have been given on the title page of the publication. If the name of the author is not given, the title of the publication or the publisher is used in the reference in text and in the list of references. It should always be stated in the list of references which and what kind of edition has been used. If the source material has been published both printed and in an electronic form, the electronic material does not need to be included in the list of references. In the list of references, a full stop is placed between the title and the year.

Examples:

Kankaanpää, S. & Piehl, A. 2011. Tekstintekijän käsikirja. Opas työssä kirjoittaville. Helsinki: Yrityskirjat Oy.

Karjalainen, S., Launis, V., Pelkonen, R. & Pietarinen, J. 2002. Tutkijan eettiset valinnat. Helsinki: Gummerus.

Kielitoimiston sanakirja. 2006. Kotimaisten kielten tutkimuskeskuksen julkaisuja 140. Helsinki: Kotimaisten kielten tutkimus.

Vilkuna, M., Korhonen, R., Koivisto, V., Heinonen, T-R. & Alho, I. 2010. Iso suomen kielioppi. Helsinki: Suomalaisen Kirjallisuuden Seura.

The registered office of the publisher or place of publication: publisher is marked last in book references. If there are several places of publication, the first or typographically highlighted is given in the list of references.

Example:

Czinkota, M. R & Ronkainen, I. A. 2002. International Marketing. Australia: Thomson, South-Western.

Serial numbers of publications have to be given so that the reader finds the source easily.

Examples:

Andersson, S. 2007. Kahdestaan kotona. Tutkimus vanhoista pariskunnista. Tutkimuksia 169. Helsinki: Stakes.

Kielitoimiston oikeinkirjoitusopas. 2010. 8th edition. Kotimaisten kielten tutkimuskeskuksen julkaisuja 147. Helsinki: Kotimaisten kielten tutkimus.

Pasanen, P., Kortenieniemi, J. & Sipari, A. 2011. Passiivitasen asuinkerrostalon elinkaaren hiilijalanjälki. Tapaustutkimus kerrostalon ilmastovaikutuksista. Bionova Consulting. Sitran Selvityksiä 63. Helsinki: Sitra.

6.3 Articles and compilations

Articles are a good and diversified source for finding current information and new research, but it is important to remember critical approach towards sources as in connection with other sources. Regularly issued publications are the most valued and reliable sources. If the article is in an irregularly issued publication, additional information is given in square brackets. Titles of magazines and series are written in their entirety. In addition, the volume and number of the magazine or series as well as the page numbers of the article are given.

Examples:

Hartgrove, K., Intrevado, P. & Abel, S. R. 2008. Validation Study: Clarity Multistrip Urocheck. *Journal of the American Society for Clinical Laboratory Science*. *Clinical Laboratory Science* 21 (3), 158–161.

The number 21 refers to the volume, ie how many years the magazine has been issued. The marking (3) means the third issue in 2008. The information can also be given as the magazine presents it.

Kangasniemi, P. 2011. Luovuus kuuluu kaikille aloille. *Kuntalehti* 16/2011, 48–55.

Turunen, V. 2011. Häly hallintaan. Taysin ensiavussa on panostettu akustiikkaan. *Tehy* 16/2011, 24–26.

In edited works, the editors are given as authors if the whole work is referred to. If an individual article from an edited work is used as source, alphabetisation is made according to the author of the article.

The reference in text and list of references for an edited book *Lastentaudit* in the Oppiportti service:

Reference in text:

(Rajantie, Mertsola & Heikinheimo 2016)

List of references:

Rajantie, J., Mertsola, J. & Heikinheimo, M. (ed.) 2016. *Lastentaudit*. 6th revised edition. Kustannus Oy Duodecim. Read on 29.3.2017. Requires access right. <http://www.oppoportti.fi/op/lta00498/do>

Reference in text and list of references for an **article in the book Lastentaudit**:

Reference in text:

(Tammelin 2016)

List of references:

Tammelin, T. 2016. Liikunnan merkitys lasten kasvulle, kehitykselle ja terveydelle. In Rajantie, J., Mertsola, J. & Heikinheimo, M. (ed.) *Lastentaudit*. 6th revised edition. Kustannus Oy Duodecim. Read on 19.5.2017. Requires access right. <http://www.oppoportti.fi/op/lta00600/do>

Other examples:

Asunmaa, T. & Vainionpää, J. (ed.) 2013. Samalta viivalta 7. Valtakunnallisen kasvatusalan valintayhteistyöverkoston (VAKAVA) kirjallisen kokeen aineisto. Jyväskylä: PS-kustannus.

Field, H. 2009. Bullying and Assertiveness. In Chapman, V. & Charles, C. (ed.) *The Midwife's Labour and Birth Handbook*. Singapore: C.O.S. Printers Pte Ltd, 300–302.

Korhonen, V. & Punkari, S. (ed.) 2013. *Monikulttuurinen ohjaus- ja neuvontatyö*. Jyväskylä: PS-kustannus.

Sinivaara, M. & Aschan, H. 2008. Työaika-autonomia, yhteisöllinen työvuorosunnittelumalli. In Koponen, L. & Hopia, H. (ed.) *Hoitotyön vuosikirja 2008*. Vetovoimainen terveydenhuolto. Sairaanhoidajaliitto, 101–106.

6.4 Expert interviews and email messages

In addition to written sources, expert interviews can also be used as sources. The list of references information should include the name of the interviewee, his/her degree, title or profession, time of the interview and name of the interviewer. In addition, it is stated if the interview has been transcribed, in other words if for example a sound recording has been written to a text form. If the interview is a part of a collection, the place of the collection or the private person who has the recording are given in the list of references. However, all information is not always available and thus the information that is available is marked to the list of references.

Examples:

Höök, V. HPAC planner. 2012. Interview on 22.1.2012. Interviewer Aho, A. Espoo.

Kemppainen, R. Nutrition manager. 2012. Interview on 15.1.2012. Interviewer Hakkarainen, H. Transcribed. Town of Viitasaari. Viitasaaren lukio.

In referring to an email message, the list of references is to include the following information: the sender's family name, first letter of the first name, degree or professional title, message title, the word "email message", read and date the message was read.

Lumme, A. Senior physician in anaesthesiology. 2011. Ohjeita anticoagulanttihoidon toteutuksesta leikkausten yhteydessä. Email message. Printed on 2.2.2011.

Virtanen, M. Senior lecturer 2015. Opinnäytetyön viittausjärjestelmä. Email message. Read on 7.2.2015.

6.5 Reports and committee reports

Reports and committee reports can be used as help in considering the approach, reference literature, measuring instruments and results of the study. If they do not have a natural author, the source is alphabetised according to the title or publisher.

Examples:

Ehdotus uudeksi asevelvollisuuslaiksi. 2006. Asevelvollisuuslakitoimikunnan mietintö. Komiteamietintö 2006:2. Helsinki: Puolustusministeriö.

Isokangas, A. & Kankkunen, P. 2011. Suora yhteys. Näin sosiaalinen media muuttaa yritykset. Elinkeinoelämän valtuuskunta. EVA Raportti. Helsinki: Taloustieto Oy.

Kaivola, T. (ed.) 2008. Puheenvuoroja maailmanlaajuiseen vastuuseen kasvamisesta. Opetusministeriön julkaisuja 13. Helsinki.

Operaattorivertailu. Selvitys Suomessa toimivien 3G-matkaviestinverkkojen kuuluvuudesta ja datanopeudesta. 2011. ECE Oy. Read on 29.1.2012. http://www.eceltd.com/3G-verkkojen_vertailututkimus-Kevat_2011.pdf

Tukia, H. & Wilskman, K. (ed.) 2011. Informaatio-ohjaus kuntien tukena: Hyvinvoinnin ja terveyden edistämisessä. Raportti 57. Terveyden ja hyvinvoinnin laitos. Elektroninen aineisto. Helsinki: Terveyden ja hyvinvoinnin laitos (THL).

6.6 Laws, statutes, standards and directives

When laws or statutes are used as sources, it is marked into the list of references what law or statute is referred to, when it was issued and what the number of the statute is.

Examples:

Accounting Act 30.12.1997/1336.

Act on the Status and Rights of Patients 17.8.1992/785.

Valtioneuvoston asetus ilmanlaadusta 20.1.2011/38.

When referring to standards and EU legislation, an equivalent model is followed.

Reference in text:

(SFS 5989 2012, 15)

List of references:

SFS 5989. 2012. Lähde- ja tekstiviitteitä koskevat ohjeet. Helsinki: Suomen Standardoimisliitto SFS. Read on 3.4.2017. Requires access right.
<https://online.sfs.fi/fi/index.html.stx>

Reference in text:

(Directive 2012/27/EU)

List of references:

Directive 2012/27/EU. Directive of the European Parliament and of the Council on Energy Efficiency. Official Journal of the European Union 14.11.2012. Read on 3.4.2017. <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2012:315:0001:0056:FI:PDF>

6.7 Conferences, seminars and other expert lectures

Conferences, seminars and other expert lectures often provide structured information and current views that can be used as sources. The time and organiser of the conference, seminar or other event have to be given in detail in order to make it possible for the reader to find the material if necessary. The occupation, degree or title of the presenter can be given if it is informative for the reader. If lectures are in printed form, they are referred to as articles in the list of references.

Examples:

Arlander, A. Professor. 2011. Is Performance Art Self-portraiture? Lecture. Performance seminar Never Or Now on 26–27.11.2011. Konsthögskolen i Bergen.

Keen, A. 2007. The Cult of the Amateur: How Today's Internet is Killing Truth. Key-note presentation. 13th International Conference on Technology Supported Learning & Training on 28-30.11.2007. Berlin.

Koli, H. Development manager. 2008. Osaamisen arviointi osaamisperusteisessa opetussuunnitelmassa. Lecture. Pedagogical development day on 22.8.2008. Tampere University of Applied Sciences. Tampere.

6.8 Theses

Diversified information can be found in bachelor's, master's, licentiate and doctoral theses. The type of the thesis is written into the list of references.

Examples:

Jonsson, T. 2012. Pirkanmaan alueen jätelajittelututkimus. Paperi- tekstiili- ja kemiantekniikan koulutusohjelma. Tampereen ammattikorkeakoulu. Bachelor's thesis.

Laamo, J. 2008. Moderni kultti: Manic Street Preachers -yhtyeen keskustelupalsta modernin kulttiteorian valossa. Yhteiskuntahistorian laitos. Helsingin yliopisto. Master's thesis.

Ylöstalo, H. 2012. Tasa-arvotyön tasa-arvot. Yhteiskunta- ja kulttuuritieteiden yksikkö. Naistutkimus. Tampereen yliopisto. Acta Electronica Universitatis Tamperensis; 1152. Doctoral thesis.

6.9 Translated works

When translated works are used in theses, the translator's name must be stated in the list of references. The publication year of the original work is given if it is known.

Examples:

Hall, S. 1999. Identiteetti. In Lehtonen, M. & Herkman, J. (ed. & trans.) Identiteettiä etsimässä. Tampere: Vastapaino, 23-66.

Hegyvary, S. 1995. Yksilövastuinen hoitotyö. Trans. Pilli, P. Helsinki: WSOY. Original work 1989.

Vargas Llosa, M. 2011. Keltin uni. Trans. Hirvas, S. Helsinki: Otava. Original work 2010.

6.10 Films, television and radio programmes

The name of the film or programme, publication year, potential name and number of the part, name of the director, production company and the presentation date and channel are marked into the list of references.

Examples:

Le Havre. 2011. Direction: Aki Kaurismäki. Production: Pandora, Pyramide Productions, Sputnik, Yleisradio. Production countries: Finland, France, Germany.

Kauniit ja rohkeat (The Bold and the Beautiful), "Brooken pressii-infossa spekulatioille piste". USA 2009, Bell-Phillip Television Productions Inc. Presented in Finland on 27.5.2010, MTV3.

Reseptori: Arkkiatri Risto Pelkonen ja onnellisen elämän resepti. Reporter Leena Mattila. Yle Radio 1. 7.12.2011.

6.11 Digital and web sources

The reference should give as much information as possible. The type of the information source has to be stated unambiguously of electronic sources marked into the list of references (eg website, email, database, blog and social media).

To facilitate checking of electronic sources used in the thesis, the reference date of the source and the shortest possible URL-based address are used. The term "read" and the date are marked into the list of references. This is also done when using online sources, such as newsgroups or email. If the source is also available as a paper version, as most acts and decrees and several trade and scientific magazines, it is not necessary to give the web address.

General instructions for forming electronic source references

Author, title or community in charge. Release or update year. Name or title. [Type of document]. Released on dd.mm.yyyy. Updated on dd.mm.yyyy.
Potential notes. Read on dd.mm.yyyy. <http://www address>

If the source does not have a publication or update year, the abbreviation n.d. (no date) can be marked into the reference in text and list of references.

Reference in text:

(Vanhustyön keskusliitto n.d.)

List of references:

Vanhustyön keskusliitto. N.d. Tehtävät, toiminta-ajatus, säännöt. Read on 2.4.2017. http://www.vtkl.fi/fin/liitto/tehtavat_toiminta_ajatus_saannot/

Wikipedia or free encyclopaedia may not be used as the primary source as reliability of their contents has not been assessed critically. Wikipedia can however be used in searching for sources. The author must check and evaluate reliability of Wikipedia sources.

6.12 Examples on web source references

This subchapter includes examples of using web sources and their marking in text and list of references.

Reference in text:

It is estimated that almost 500 000 Finns have diabetes. The number is increasing. (Diabetes: Käypä hoito -suositus 2011.)

List of references:

Diabetes: Käypä hoito -suositus. 2011. Suomalaisen Lääkäriseura Duodecimin ja Suomen Fysiatriyhdistyksen asettama työryhmä. Helsinki: Suomalainen Lääkäriseura Duodecim. Read on 18.12.2011. <http://www.kaypahoito.fi>

Reference in text:

According to Eerikki (2011), it is alarming that the Finnish Food Safety Authority Evira and especially the data protection ombudsman support combination of information registers made for diverse purposes in such a way that the human purchase behaviour and life in general can be monitored in more detail.

List of references:

Eerikki. 2011. Kauppa valvoo, isoveli kustantaa. Course blog: Faktat ja Tietoyhteiskuntaviestintä. Aalto-yliopisto. Published on 9.11.2011. Read on 24.1.2012. <https://blogs.aalto.fi/faktatjaviestinta/>

Reference in text:

The HAVAT risk or vulnerability analysis developed by VTT Technical Research Centre of Finland is a method developed for identification of risks in construction projects. The analysis utilises a risk map with key words related to the construction project nature, methods and structural solutions. (Rantanen, Mäkelä & Sauni 2006, Appendix 3.)

List of references:

Rantanen E., Mäkelä T. & Sauni S. 2006. Rakennuttajan tehtävät ja hyvät käytännöt rakennushankkeen turvallisuuden varmistamisessa. VTT. Read on 6.3.2011. http://www.vtt.fi/proj/rakennuttaja/rakennuttajan_turvallisuustehtavat.pdf

Reference in text:

Dust filters are divided in three categories:

P1 for coarse dust

P2 for fine dust, such as construction, wood, plastic and metal dust

P3 for particles, such as mould and carcinogenic dust (Ritaranta 2010).

List of references:

Ritaranta, S. 2010. Suojaimet. Työterveyslaitos. Read on 29.3.2011. <http://www.ttl.fi/fi/toimialat/rakennus/rats/sivut/suojaimet.aspx>

Reference in text:

Personal fall protection equipment can be fastened to the VEMO anchorages if allowed by the load. VEMO is already installed on balcony slabs at the factory,

and thus it allows balcony glazing fitters to easily fasten their personal fall protection equipment. (Semtu n.d., 2.)

List of references:

Semtu. n.d. VEMO-valuankkurit. Käyttöohje. Read on 18.3.2011. <http://www.semtu.fi/?file=240>

Reference in text:

(Hemmo 2017)

List of references:

Hemmo, M. 2017. Sopimusoikeus. Helsinki: WSOYpro. Updated on 1.3.2017. Read on 3.4.2017. Requires access right. [https://fokus.almatalent.fi/teos/IAC-BXXBTAFJB#kohta:SOPIMUSOIKEUS\(\(20\)\)](https://fokus.almatalent.fi/teos/IAC-BXXBTAFJB#kohta:SOPIMUSOIKEUS((20)))

6.13 Podcasts and recorded TV programmes

Reference in text:

For example, it is possible to learn about the landscape painting exhibition of the National Gallery in London in advance through a podcast (National Gallery 2013).

List of references:

The National Gallery. 2013. The National Gallery Monthly Podcast. Episode 75. Podcast. Published in 2013. Referred on 20.2 2013. <http://www.nationalgallery.org.uk/podcasts>

Reference in text:

On a video published on the Youtube channel Every Frame a Painting, Director Thelma Schoonmaker reflects on the director's attitude to the credibility of the film (Ramos & Zhou 2016).

List of references:

Ramos, T. & Zhou, T. 2016. How Does an Editor Think and Feel? Every Frame a Painting. Youtube video. Published on 12.5.2016. Referred on 14.8.2019. <https://www.youtube.com/watch?v=3Q3eITC01Fg>.



PICTURE 1. Screen capture of a tech demo on a game motor (Unreal Engine 3, Youtube 2011)

List of references:

Unreal Engine 3 - GDC 2011: Samaritan Real-Time Tech Demo. Screen capture of a tech demo on a game motor. Youtube 2011. Watched on 16.11.2012. <http://www.youtube.com/watch?v=wdwHrCT5jr0>

Reference in text:

...models who pose in the video Fashion tales – Melbourne (2009) are...

List of references:

Fashion tales – Melbourne. 2009. Video. Channel 9 News Melbourne. Watched on 3.9.2011. http://www.youtube.com/watch?v=sLWfRzgo__4&NR=1

6.14 Unpublished sources

Thesis information is sometimes received from an unpublished source, such as a working group memo, research manuscript or a cooperation partner's document.

In this case, it has to be stated in the list of references that the source is unpublished and where it can be read. The expression "in thesis author's possession" can be used if the source can be verified in such a way.

Examples:

Alalammi, P. 1972. Ilmakuvauksen ja fotogrammetrian perusteet. Unpublished. Maantieteen laitos. Turun yliopisto.

Lasiahteen päiväkot. 2000. Työhyvinvointisuunnitelma 2000–2005. Unpublished. Lasiahteen toimintakeskuksen toimisto. Loimaa.

Suppalan tiekunta. 2019. Sopimus yksityistien käyttämisestä 23.3.2019. Unpublished. In thesis authors' possession.

7 THESIS APPENDICES

Thesis appendices are materials that cannot be included into the actual text, such as interview forms, cost estimates, material samples, maps, drawings, charts, CDs or DVDs. Every appendix has to be referred to in the text.

Appendices are placed last in the thesis. They are headed APPENDICES and the heading is also marked last into the table of contents. If there are a lot of appendices, a separate list of appendices can be made into the table of contents:

APPENDICES.....	page number
Appendix 1. Heading.....	page number
Appendix 2. Heading.....	page number

Appendices are numbered consecutively in the order they are referred to in the text. Appendices must have a heading and source marking if the appendix material has not been made by the author.

If the appendix is longer than a page, for example three pages, the right upper edge of the first page is to have the marking 1 (3), the second page 2 (3) and the last one 3 (3). The marking (continues) is written on the right lower edge of the first appendix page. All appendix pages are counted into the page numbering. As all heading lines are automatically included in the table of contents in the thesis template, the first page number of multi-page appendices can be moved one line lower in order to avoid it being included in the table of contents (for example the appendix 2 in this guide).

LIST OF REFERENCES

References are listed in accordance with the instructions given in chapter 6.

APPENDICES

Appendix 1. Maturity test

Maturity test instructions for bachelor's degree students

Maturity tests of bachelor's theses are written in the Exam system in an instructed manner. Students have 2 hours and 55 minutes to complete the test. As a rule, the maturity test is written as a news without using any material. If the supervisor considers it useful, the student may write an article draft as a maturity test. The supervisor and student agree on the matter in advance. The supervisor checks the contents and the teacher of the language in question the linguistic form. The assessment scale is pass/fail.

News as maturity test (bachelor's degree students)

The news length is 3,500-4,000 characters including spaces. Write the text in a **formal style** and complete sentences. The text should be written to a wide target audience. Avoid using special terminology and explain the used terms or abbreviations. Pictures, figures, tables or lists are not to be used.

Think what your **most important** thesis **results** are and focus on presenting them. Please note that a news is not the same as a thesis abstract. Consider what in your thesis interests or touches readers. What is new or topical? What has an impact? Plan your news in such a way that matters are presented in the order of importance. The news structure is presented in Figure 1.

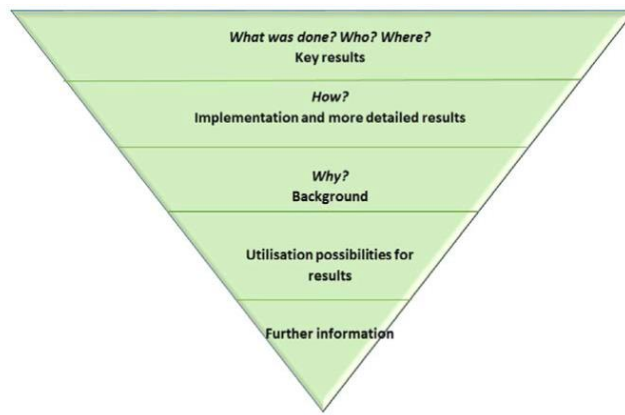


FIGURE 1. News structure model

Write the most essential thesis contents concisely in the **first paragraph**. Formulate the beginning by using the questions what, where and who and describe the key results of your thesis. You can begin with the most important result, for example: *It is possible to implement a cost-effective photovoltaic system to a one-family house by means of an island system. This result was revealed in a bachelor's thesis written by Tampere University of Applied Sciences' ICT engineering student N.N. / According to the study ...* (key result and meaning). Do not write using the pronoun I but objectively, from the viewpoint of an external narrator.

Include the most important content of your thesis into the **title**. Formulate an apt and snappy title, for example: *Cost savings by using solar electricity in one-family houses*. Please note that the thesis title is not a suitable news title without editing.

Present the more detailed results in the **following paragraphs**. For example, tell about the implementation method and background of your work. Answer the questions *how* and *why*. Bring out how the results can be used. Facilitate the reader's task: divide your text into sufficiently short paragraphs in order to make it easy to understand the contents. Write your thesis data and personal data (name, degree programme, specialisation, UAS) and email address at further information at the **end of the text** as follows:

Further information:

Teikäläinen, T. 2017. Planning and Implementation of Photovoltaic Systems in Single-Family Houses. Degree Programme in ICT Engineering. Telecommunications. Tampere University of Applied Sciences. Bachelor's thesis.

teppo.y.teikalainen@gmail.com

Article draft as maturity test

The article draft as a maturity test is a formal-style thesis-based text. It can be published in a trade journal, magazine or compiled work. The length of the article draft should be 4,000-7,000 characters including spaces. The text is written in a formal style and full sentences. Any materials may not be used in the exam. The article text type, form, style and treatment method vary depending on where the article is published and who its readers are. You should read the publication channel's guidelines for authors well in advance.

Scientific articles convey expert information to field-specific professionals. In order to be published in a scientific publication, the article has to fulfil scientific norms: its contents are based on scientific research, sources are shown in references and there is a list of references at the end of the article. Scientific articles must be peer-reviewed, ie researchers of the same field check the article before it is published. **Popular expert articles** convey professional information to a broader readership. Such expert articles should not include special vocabulary and they should focus on presenting generally interesting and widely used results whereas the starting points and research phases are discussed in less detail.

The purpose of the article is to tell the target audience about the thesis results and conclusions. The article should be an independent entity. Its understanding should not require reading the thesis. Write clearly, precisely and illustratively to

your supposed readers. Assess what your readers know about the subject in advance and what interests them in particular.

Formulate an interesting and thought-provoking **main title**. The main title may for example summarise the most important message or it may state something. The title may also be a question. Despite conciseness the title should be informative in such a way that it tells something essential about the subject. The title rarely only names the topic with one or two words.

Use **subheadings** to structure the article. Informative subheadings are a better option than individual words. At its best, mere glancing through the titles helps the reader to understand the main contents of the article. Good titling attracts the reader to read the whole text. Use subheadings prudently: 2-4 subheadings in an article of 2-3 pages. Write several paragraphs under one subheading.

Begin the text by introducing the reader to the topic. You can for example describe what it is all about, how the topic appears in your field or in society, what earlier research or discussion it is related to and why. The beginning should rouse interest and justify significance of the topic and the need for writing about it. Do not begin the text with "*This article deals with...*" or "*In this article I will discuss ...*" Continue with the details after the introduction.

Begin the **main part** by telling shortly about the background and objectives of your thesis: What problem, question or challenge did your thesis aim to solve? How was the problem or development need noticed? What objectives were set for the project/process/development project? How was the development work started?

Describe the main features of the implementation progress, for example: What was done in the work? Why was it done? How long did the project/process/development project last?

Focus on the achieved results and related benefits. Choose an interesting, new or significant theme or viewpoint according to readership of your publication channel and analyse it. Emphasise new information, observations or insights of your thesis.

Reward the reader with an interesting **ending**. At simplest it can answer the question you made at the beginning or be a short summary on the key contents of the article. It helps the reader to analyse and assess the offerings of the article. Make sure that the text is a consistent whole.

The contents of the published article version (especially maturity tests of master's degree students) can be illustrated with pictures, figures and tables. Name the illustrating elements according to TAMK's report guidelines.

Write your thesis data and personal data (name, title, field of expertise and email address) at the end of the article as follows:

Thesis data:

Teikäläinen, T. 2017. Planning and Implementation of Photovoltaic Systems in Single-Family Houses. Degree Programme in ICT Engineering. Telecommunications. Tampere University of Applied Sciences. Bachelor's thesis.

Master's thesis author's personal data:

Name, title, field of expertise, email address and potential photo

Bachelor's thesis author's personal data:

Name, email address and potential photo

Characteristics of passed maturity tests

The text is long enough. It is written in a formal style. The maturity test text corresponds to the requirements of the assignment and its text type (either a news or article) as regards the length, title and structure.

The division into paragraphs is appropriate and logical. It is shown clearly by using a blank line with no indent. The text forms an independently understandable, clear and consistent entity.

The sentence and clause structures are diverse and fluent: the writer masters natural use of main and subordinate clauses, non-finite clauses and word order. The language is finished and quite faultless. The writer masters punctuation marks, compounds, upper and lower case initial letters, numbers, abbreviations and other characters. The writer avoids colloquial language, disturbing repetition, noun style and other officialise.

Characteristics of failed maturity tests

- There are significant mistakes or deficiencies in the contents.
- The text does not correspond to the text type requirements of the assignment (a news or article).
- The title and contents do not correspond to one another, the title does not comply with the text type or there is no title.
- The text structure is fragmental and it is difficult or impossible to form a general view on the topic based on the text. The paragraph division is fragmented or illogical or there is no paragraph division.
- The contents cannot be understood independently without outside knowledge.
- There are plenty of problems in the sentence and clause structures (eg subordinate clauses as sentences, too long sentences, chains of subordinate clauses, use of main clauses only or mixed clause structures).
- There are plenty of grammar mistakes (for example more than 15 in a news) in the following: punctuation marks, compounds, upper and lower case initial letters, numbers, abbreviations and other characters, reference relations, congruence, government and use of non-finite clauses.
- Characteristics that do not belong to a formal style, such as colloquial language, foreign words and vogue words, decrease professional credibility.
- Noun style and other officialise make it difficult to understand the text.

Appendix 2. Lists

There is no blank line between the introductory sentence and list items.

Gardner (1991, 41–43) divided intelligence into seven types which are
(*no colon because the sentence continues*)

- linguistic (*no commas after the list items*)
- logical-mathematical
- spatial
- bodily-kinaesthetic
- musical
- intrapersonal, ability to understand oneself (*no and-word*)
- interpersonal, ability to understand others. (*full stop at the end*)

Richert (1991, 75) suggests based on clinical experience that individuals develop one of four solutions against external demands and pressure: they react by
(*no colon because the sentence continues, uniform list items*)

- adapting to others' expectations
- withdrawing from pressure
- abandoning expectations, rebelling
- exceeding expectations. (*full stop at the end*)

Dunderfelt (2009, 90–91) classifies the following feeling-related dimensions: (*colon*)

- feeling = experience of something
- emotion = feeling-related interpretation
- feeling-related speech and other behaviour
- physiological basis for feeling
- experiential and bodily feel.

When people tell about their flow experiences, they often say as follows:
(*colon; list items are independent sentences*)

- The experience is possible when activity can be completed from the beginning to the end.
- Activity calls for perfect concentration.
- Activity has objectives.
- Feedback is given on activity.
- Everything happens as by itself without worrying.
- The individual feels she is in control all the time. Self-awareness disappears but returns clearer than ever after the process.
- Perception of time disappears: minutes become hours and hours become minutes. (Uusikylä 2012, 127.)