

**Template for Monograph-Style  
Master's Thesis in Education**

First Name Family Name

Master's Thesis in [subject, e.g. Education]

Monograph-style

Spring Term / Autumn Term 20XX

Faculty of Education and Psychology

University of Jyväskylä

## ABSTRACT

**Family Name, First Name. 20XX. Title of the Thesis. Master's Thesis in [subject without the brackets, e.g. Education]. University of Jyväskylä. Faculty of Education and Psychology. xx pages.**

The Abstract is an independent text that can also be understood without reading the thesis. The Abstract is placed immediately after the title page. The bibliographic data are given in the form they appear on the title page. The maximum length of the Abstract is 250 words, and it must fit on one page using 1.5 line spacing. The Abstract is divided into a maximum of four paragraphs, the first of which introduces the phenomenon being investigated and the purpose of the study.

The implementation and methods of the study are described in the second paragraph. The paragraph describes the research context and subject (what or who was studied, i.e. the research participants/subjects and/or sample) and the research methods (the approach, the methods of data collection and analysis).

The third paragraph of the Abstract provides the results, in other words, the main contribution of the research. Complete sentences are used, leaving out unnecessary words throughout the study. The abstract must not contain tables or graphs.

The theoretical and/or practical conclusions are described in a potential fourth paragraph. At the end of the Abstract, you list three to five keywords that describe the content. Choose the first of these words from your thesis title. For the rest of the keywords, you can use keyword lists (e.g. EUDISED, ERIC or Psychological Abstracts).

Keywords: word 1, word 2, word 3, word 4, word 5

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# 1 INTRODUCTION

The purpose of the master's thesis is to develop the ability to independently collect scientific data, to analyse and critically evaluate existing data, and to produce and apply data independently. The thesis is a demonstration of scientific thinking as well as of problematisation, analysis and reporting skills regarding the investigated phenomenon. The master's thesis can be completed either individually or as pair work. These general guidelines are intended for monograph-style master's theses. The guidelines do not cover all study designs, so you may have to adapt this template with your supervisor to better suit your thesis.

In a monograph thesis, the Introduction consists of a few pages. The content and aim of the Introduction is to convincingly demonstrate the significance and importance of the study, in other words, "to sell" it to the reader. You can start by describing the *general context* of your topic: introduce the phenomenon by referring to the theory of the topic at a general level, as well as to the conceptual background, earlier research, the situation in society, or some other essential background factor that makes your study significant. Highlight observations that make the theme topical and important for research. Thereafter describe *at a general level* how the topic is approached in your study and what the objective of the study is (or its potential multiple objectives). At the end of the Introduction, you can also present your exact research questions or problems. Alternatively, you can present the exact research tasks or research questions/problems in a separate Research Task/Problems/Questions main section, immediately before the Research Implementation section. The research tasks or research questions/problem can also be presented in a subsection of their own at the beginning of the Research Implementation section. Remember to indicate your sources also in the Introduction.

In a monograph thesis, the part describing the phenomenon or the theory can comprise one or two main sections (with headings according to content);

more than two only for justified reasons. These main sections are placed before the Research Task and Research Implementation main sections. There can be several main sections presenting the results, and the analysis and discussion of results can constitute their own separate main sections. The recommended maximum length of a monograph thesis is about 60 pages, excluding the title page, Content, References and potential Appendices. Note that a large number of pages does not guarantee a high-quality thesis. It is good to demonstrate familiarity with the investigated phenomenon through a writing style where you synthesise information from various sources as well as present analogies and comparisons.

A monograph thesis can be written in Finnish or English (or in another language with permission from the dean). Irrespective of language, we recommend the use of APA style 7<sup>th</sup> Edition (Publication Manual of the American Psychological Association; <http://www.apastyle.org>) in a monograph thesis. In consultation with your supervisor, another style may be used. The most important thing is to use the same style consistently throughout the thesis.

## **2        MAIN HEADINGS ACCORDING TO CONTENT; REFERENCES**

The Introduction is followed by main sections with headings according to content, in which you describe in more detail the background and starting points of the study: possible theoretical and contextual aspects, central concepts, earlier research findings and other observations related to the phenomenon. An essential part of scientific writing is the utilisation of other researchers' work by making syntheses of earlier research. Plagiarism must be avoided by referring to sources in an appropriate manner within the text as well as in the list of references (References), which will be described in the following subsections. Main sections with content-based headings can begin with a lead paragraph, which serves as an introduction to the actual body text; or the main section can start with a subheading. A potential lead paragraph summarises the theme of the theoretical or conceptual background. Note that the lead paragraph should not be used to list the headings or contents of subsections (not like this, for example: "The first subsection of this section presents the views of authorities on participatory society, the second subsection the corresponding views of parents, and the third subsection those of adolescents.") The lead paragraph builds a bridge through content, not writing technique, to the entire section.

### **2.1        Style and Purpose of the Main Sections (with Headings according to Content)**

Even though the writing and presentation style of a monograph allows a lot of freedom (such as an extensive literature review), it is also essential to narrow the scope of investigation and make choices as well as to justify them. In the conceptual and/or theoretical part of the thesis, it is not necessary to present all possible information on the phenomenon "just to be on the safe side". The author(s) must have a comprehensive picture of the research landscape and

literature related to the topic and understand the relationship of their study to this whole.

To be able to narrow the scope of investigation and make justified choices, you need in-depth familiarity with the topic. The aim is for the main sections to constitute a coherent whole instead of disconnected sections, and to introduce readers to the research task and validate its significance. The reader is thus led to the research problems, questions and potential hypotheses that have emerged through familiarisation with the literature.

## 2.2 Using in-text references

**Using references in the text.** The correct use of references is one of the most important indicators of high-quality academic writing. These guidelines provide the most common rules for in-text referencing and for creating a list of references (References). You will find more detailed instructions and models in the APA 7<sup>th</sup> Edition guidelines at <http://www.apastyle.org>.

According to good referencing practices, you should identify – in a clear and individualised way – the source of each piece of information, observation or interpretation. The most unambiguous and recommended practice is mentioning the source in the first sentence in which the content is used (Hirsjärvi et al., 2007). In concise writing, it is common to present only the most central ideas, concepts or results of a source in a single sentence. Potential further references to the same source in the same paragraph are indicated so that the reader can understand the same source is still being used. It is thus not recommended to use a disconnected reference at the end of a paragraph. Hirsjärvi et al. (2007, p. 322) note the following:

It is rather common that inexperienced authors place the reference, possibly even a bunch of authors' names, at the end of a paragraph, without specifying which part of the paragraph is based on which source, or what the author's own contribution is. This inexact procedure does not meet the requirements of accurate and reliable referencing.



Use page numbers in in-text citations always when you (1) use direct quotations, (2) refer to tables, figures or models, or (3) refer to individual research findings, interpretations of results or theoretical hypotheses. Page numbers need not be used in other cases.

References are not required in, for example, general bridging sentences (often at the beginning of paragraphs) after which you proceed to more detailed observations that support a statement or hypothesis. Neither do you need to indicate the source for general assumptions, statements or speculative sentences that are specified immediately thereafter (e.g. “Parents may have some beliefs and explanations related to their child’s success even before the child starts school.”). No references are naturally needed in sentences in which you personally evaluate or summarise studies, or in sentences related to your own thesis and its results.

It is not recommended to use secondary sources. If, for a compelling reason, you need to use a secondary source, it must be specified in the reference and the text. In the References, you only list the secondary source and mark it in the text as follows, for instance: Honkasalo (2011, p. 15) proposes that in his presentation text Merleau-Ponty (1947) meant – – or alternatively: In his presentation text, Merleau-Ponty (1947) meant – – (as cited in Honkasalo, 2011, p. 15). In this example Honkasalo (2011) is thus a secondary source, which the author has had access to, while Merleau-Ponty is a primary source not available to the author.

If the source has *one or two authors*, all of their names are listed when the reference is used for the first time (Ronai & Lammervo, 2017). If the source has *three or more authors*, use the abbreviation *et al.* after the first author’s name starting from the first time you refer to the source (Berhenke et al., 2011). When using the source in a sentence later, you can use the expression “and co-authors” (Berhenke and co-authors (2011) studied – –). However, APA uses *et al.* in running text as well as in citations. If the source has *two authors*, both are always mentioned. Authors are linked with ‘and’ in the text. If both the authors and the year are within brackets, use an ampersand (&).

## 3 STYLES, TABLES AND FIGURES

### 3.1 Styles

All text elements are formatted using Word styles. Begin a new section using the 1. Paragraph (1. Tekstikappale) style. In the following paragraphs, use Body Text First Indent (Leipäteksti1). Note that the first paragraph of a section is not indented. Neither should you indent a paragraph starting after a direct quotation, table or figure, but use the 1. Paragraph (1. Tekstikappale) style in it.

#### 3.1.1 Subsections and Subheadings

The main sections of the master's thesis are usually divided into subsections. Do not use lone subsections in your thesis: for example, subsection 2.1 always needs to be accompanied by subsection 2.2. In a monograph-style thesis, in addition to first-level (e.g. 2) and second-level (e.g. 2.1) headings, you can also use third-level headings (e.g. 2.1.1) only if there are justified reasons for their use. The subsection of a subsection also needs to be accompanied by at least another subsection of the subsection (e.g. 2.1.1 and 2.1.2).

**Fourth-level headings.** Fourth-level headings are not used at all; organise the text so that they are not needed. If needed in order to structure the text logically, you can use headings at the beginning of lines instead of the fourth level.

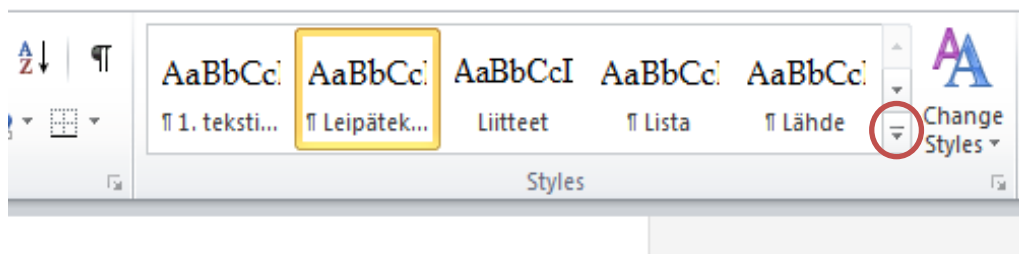
**Inline heading.** Inline headings are bolded, placed at the beginning of the paragraph, and followed by a full stop. Inline headings are indented if they are not in the first paragraph of a section, or if they are not in a paragraph that comes immediately after a quotation, table or figure. After the inline heading, text continues without a line break.

### 3.1.2 How to use styles

Styles are applied by clicking first on the text and thereafter the relevant style in the menu bar (Figure 1). You can also highlight the text you want to format, which enables you to format several paragraphs at once. You can make all styles appear on your screen by clicking the arrow at the bottom right edge of the style menu (Figure 1).

**Figure 1**

*Styles in the Menu Bar of Word*



The page count begins on the title page and continues uninterrupted until the last text page (including the References and Appendices). Page numbers (without full stops) are marked at the top right corner of each page. However, page numbers should be visible only starting from the first page after the first main heading (usually the INTRODUCTION) in the body text. Page numbers are added in Word by dividing the document into sections. Add a section break after the table of contents, before the first main heading. Thereafter select Insert (Lisää) > Header (Ylätunniste) > Edit Header (Muokkaa ylätunnistetta) > remove selection from Link to Previous (Linkitä edelliseen). Then add numbering for this section to the top right corner and select Different First Page (Eriäinen ensimmäinen sivu). Now you can remove the page number from the header. You can find more detailed instructions for page numbering by using, for example, the Google search words 'Word page numbering section break'. Instructions for creating a table of contents can be found using the search words 'create a table of contents in Word' and 'update a table of contents in Word' (see also APPENDIX 2).

## 3.2 Tables and Figures

Tables and figures are numbered separately, each with consecutive Arabic numerals. The reader should be able to understand tables and figures with their captions without reading the actual text. Line spacing can be smaller in captions than in the actual text. The *title of a table is placed above the table*. According to APA (<https://apastyle.apa.org/style-grammar-guidelines/tables-figures/figures>), the *title of a figure is also placed above the figure*. Table columns are not separated by vertical lines. Particularly in statistical tables, horizontal lines are used only to separate the title bar from the rest of the table, and at the end of the table (see Table 1).

According to APA, the words Table and Figure are not written with all capital letters when they appear in connection with the title of the table or figure. When referring to figures and tables in the text, use numbered references, for example, Table 1 or Figure 1, and not “the figure/table below”. *Furthermore, you must refer to each table and figure at least once in the text*. Do not begin or end a section with a table, figure or quotation. Sections should start with text that introduces the reader to the table, figure or quoted material. The end should provide summarising or explaining text, or otherwise the tables, figures or quotations should be placed earlier in the section.

**Table 1***Correlations between Self-efficacy and Teacher's Background (Kumpulainen, 2012)*

Dimensions of self-efficacy <sup>1</sup>	Teacher's background factors		
	Year of birth	Teaching experience <sup>2</sup>	Work experience in present school <sup>2</sup>
Encouraging pupils to participate	-.11	.12	.12
Counselling strategies	-.00	-.02	.05
Organising group activities	-.24*	.33**	.35**

\*  $p \leq .05$ , \*\*  $p < .01$ ; <sup>1</sup> mean values for the sections of the dimension; <sup>2</sup> 1 = less than a year ... 5 = more than 15 years

Tables should be concise and fit on one page. However, if the table spans several pages, you should add an extra line for the table title to the beginning of the table. Thereafter, you can activate the table property 'Repeat Header Rows'. Table tools appear when you select the table. Then you can also choose which table rows are repeated automatically. You can see the table settings in the Design and Layout tabs of the tool bar. At the end of the page, below the table, you can mention that the table continues on the next page (e.g. add the note 'table continues' in brackets).

## **4 RESEARCH TASK AND RESEARCH QUESTIONS/PROBLEMS**

The research task, research problems or research questions are presented at the latest in this section, as a section of their own. Alternatively, they can constitute the first subsection of the Research Implementation main section. If the exact research task/problems/questions have been presented in the Introduction, this section is not necessarily needed.

At the beginning of this section, you first restate the aim, purpose and research task at a general level (compare the Introduction section). Then you present the exact research problems or questions (and potential hypotheses). If you set no precise research questions, you should describe the general aim of your study in more detail. This subsection can be considerably shorter than other subsections (usually about one page).

## 5 RESEARCH IMPLEMENTATION

In the Research Implementation section, you describe the practical implementation of the study, for example, the research context, the research approach (e.g. qualitative/quantitative), the research design, the research participants, and the methods of data collection and analysis. The number of subsections as well as their headings may vary depending on the research task and mode of implementation. The aim is to describe the implementation and related questions so precisely that the study can be evaluated and, in principle, repeated based on the description (the latter applies particularly to quantitative research). The Research Implementation main section often includes the following subsections, among others:

- The research context is often described as the first subsection in qualitative, experimental or intervention studies. However, it can be included in the Research Participants/Subjects/Data subsection when it is not necessary to describe the context in detail.
- Research Participants / Research Subjects / Research Data
- Data Collection. This subsection characterises how the data were collected and the methods used in it. The description of data collection can also be integrated into the preceding subsection (Research Participants/Subjects and Data Collection).
- Data Analysis. In this subsection, you describe the stages and methods of data analysis as well as related choices with justifications.
- Ethical solutions. In this subsection, you describe how you have considered research ethics guidelines and the responsible conduct of research in your research process (see the University of Jyväskylä guidelines at <https://www.jyu.fi/en/university/privacy-notice/privacy-policy-of-the-university-of-jyvaskyla>).

## **5.1 Research Context**

Describing the research context means that you portray the environment where the study was conducted (e.g. an ethnographic study on a village school, including a description of the staff structure and number of pupils in the school). Furthermore, you explain the links of the study to the philosophy of science, research methodology, the history of the phenomenon, and educational policy, or you examine other factors that define the context of the phenomenon. In experimental or intervention research, the research context means that you describe the research design in detail. If the study has been conducted as part of a larger research project, the project can be described here.

## **5.2 Research Participants/Subjects and Research Data**

The aim of this subsection is to describe the participants/sample/material with such precision that the reader can evaluate the research design and the generalisability of the results as well as relate the observations to other research findings. Both in qualitative and quantitative research, the sample is expected to be of a suitable size in relation to the applied research methods. In addition, the sample should be relevant for answering the research questions.

The description of research participants/subjects usually includes the following information: Who or what was examined? How many participants/subjects were there? What were the participants' main characteristics relevant to the study (e.g. gender, age, education, marital status, occupational situation, socioeconomic position)? What was the researcher's relationship to the research participants (especially in qualitative research)? In addition, if you use pseudonyms (identification codes, e.g. I1 = interviewee 1) or invented names for the participants in the Results section, you explain here how they have been formed. If the research data, partly or totally, consist of documents, you provide precise information on them in this section (e.g. the number, purpose and text type of the documents). Information on the research data and participants helps the reader to understand and interpret the findings.



### 5.3 Data Collection

The aim in this subsection is to describe how the data were collected and why certain choices were made. Sections 5.2 and 5.3 can also be combined (e.g. Research Subjects and Data Collection). The following are the key areas to be reported here:

- 1) The concrete implementation of the study: how, where and when were the data collected (the stages of data collection in longitudinal studies)?
- 2) Data collection methods and reasons for selecting them:
  - qualitative research: what methods were used to collect the data (e.g. participative observation, interview, document analysis)?
  - quantitative research: what methods, indicators/sections were used to measure/examine each concept, and what was the origin of the indicators (exact source information)?
- 3) In quantitative research, scales and sum variables: what kinds of scales and sum variables were constructed, and what were their reliabilities (Cronbach's alpha coefficients)? The reliability assessment criteria of qualitative research often differ from those in quantitative research, and they are usually discussed in a different section of the thesis (see Discussion).

### 5.4 Data Analysis

The purpose of this subsection is to describe how the data were analysed, either qualitatively or quantitatively. It is important to justify your choices and describe the various stages of analysis as well as report how each data analysis method suits the analysis of each research problem. In quantitative research, the description of data analysis usually follows the same order as the presentation of research problems. In qualitative research, there are different ways to describe the analysis. In order to enhance the reliability of qualitative research, the description of data analysis must be detailed enough to show how the results and conclusions were achieved.

## 5.5 Ethical Solutions

The Ethical Solutions subsection can provide information on consent forms, informed consent, protection and anonymity or pseudonymity of the participants and the research venue, confidentiality, the researcher's role and relationship to the participants, the storing and disposal of data (see the University of Jyväskylä guidelines at <https://www.jyu.fi/en/university/data-privacy/tietosuojaohjeet/students>), and ethical questions related to analysis and reporting. Ethical perspectives are often addressed again in the Discussion section.

## **6 RESULTS, EXAMINATION OF RESULTS OR OTHER DESCRIPTIVE HEADING ACCORDING TO CONTENT**

The section presenting the results is typically titled Results. In qualitative research, the main results can also be reported in separate main sections, instead of presenting them as subsections of a single Results main section like in quantitative research. In qualitative research, the headings of main sections and subsections often describe the findings qualitatively (e.g. “Boys’ Suspicious Attitudes towards the Student Association”). The Results section can be divided into, for example, subsections that correspond to the research questions. You can begin the main section by describing its structure briefly.

### **6.1 Subheading according to Content**

The first research question or problem is usually answered in the first subsection of the Results section. However, in qualitative research, these sections can be constructed in different ways, and you can answer more than one research question in the same subsection. To support reliability and descriptiveness in qualitative research, you can also use headings that refer to the content of the results in more detail.

Tables and figures are not imported to the text directly from analysis software. They must be first edited to ensure that they comply with the guidelines (e.g. no extra lines in tables, the correct place of titles).

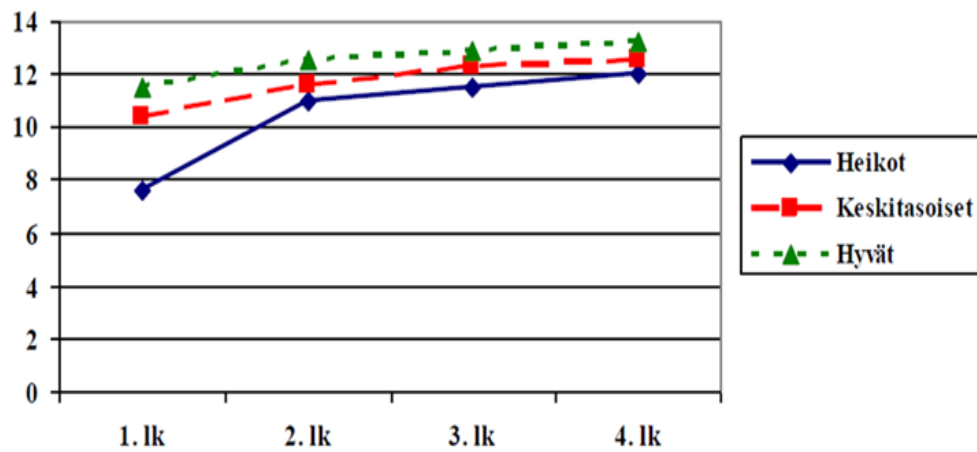
### **6.2 Subheading according to Content**

The second research question or problem is typically answered in the second subsection of the Results section. However, note that in qualitative research the Results section can be constructed in different ways (see the previous subsection). You can use tables to clarify your results. Especially in quantitative research,

figures are also commonly used to clarify or illustrate research findings (see Figure 2 and Figure 3)

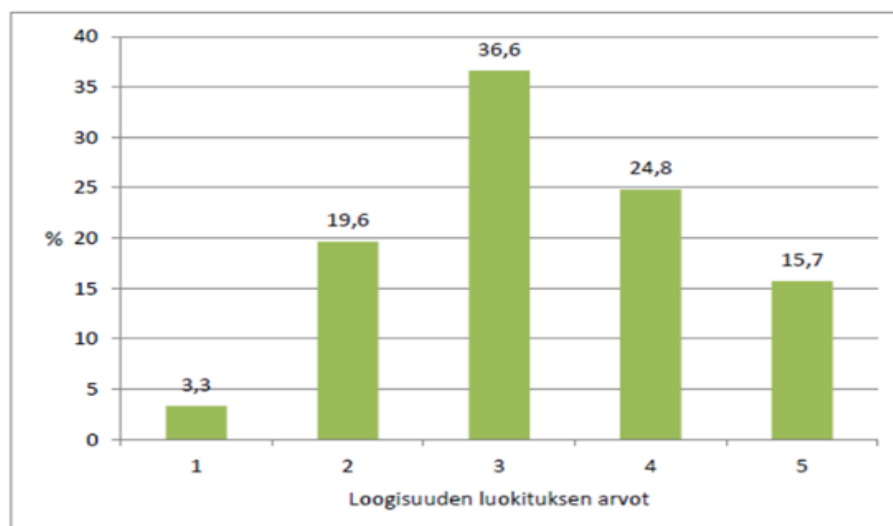
**Figure 2**

*Development of Number Sequence Skills in Weak, Average and Good Readers during the First Four Years of Primary School*



**Figure 3**

*The Percentual Distribution of Logic in Essays*



Refer to each figure and table at least once in the text and place them within text immediately after they are first referred to. As a rule, if you present research findings in a table, do not repeat the same findings as such in your text (e.g. numerically) without an exceptional reason to do so. You should explain figures as much as necessary but avoid inessential repetition of their content.

In qualitative research, results are illustrated and interpretations are justified with citations from the materials. Short citations are separated from the rest of the text with quotation marks, for example: “And then that group against bullying we have – it involves pretty hard work”. If the citations are longer than four lines, they are indented as below:

#### Example 1

And then that group against bullying we have – it involves pretty hard work, I mean we have four teachers in it as well as our study counsellors [...] Even though the work is also rewarding – rewarding in the way that even if it is unpleasant to interview someone about bullying, we still manage to achieve results. So, I am actually in favour of it even if it means hard work. (a potential pseudonym, e.g. Teacher 1)

If you do not use pseudonyms for the research participants, you can use numbers to refer to the excerpts in the text. As you can see in the following excerpt, indented excerpts can be numbered consecutively, starting from one. It is good to mark long excerpts with line numbers, which makes it easier to refer to them in the text. You can add line numbering to a limited area with the help of the Section Break (Continuous) (Jatkuva osanvaihto) function in Word.

- |          |                                       |
|----------|---------------------------------------|
| 1 Matti: | How much is two plus two, Liisa?      |
| 2 Liisa: | It's fifteen.                         |
| 3 Matti: | Not really. Kaisa, how do you answer? |
| 4 Kaisa: | It's four.                            |
| 5 Matti: | Yes, that is correct.                 |

Results can be presented in table format in qualitative research as well, as in Table 2. Table 2 is an imaginary example of reporting themes and their contents in table format.

**Table 2**

*Thematisation of Young Teachers' Development Tasks and Their Solutions*

Theme	Verbal description
Teaching philosophy	Finding your own teaching style <-> losing the passion for teaching
Teacher-pupil relationship	Creating a constructive relationship to pupils <-> lack of relationship / exercise of power
Relationship to colleagues	Cooperation <-> exclusion / private enterprise

After the subsections with headings according to content, you can add another subsection that summarises the contribution of the results sections. This subsection can be a summary or a conclusion of the findings. This is especially useful for the reader when the results are numerous and complex. However, this subsection is not always necessary.

## 7 DISCUSSION

You need not divide the Discussion section into subsections, but you can do so and use, for instance, the following subheadings. The central content of the Discussion covers

- examination of the results (which can also be a main section of its own before the Discussion) and the conclusions
- evaluation of the study (reliability, limitations, ethics)
- topics for further research and practical applications.

At the beginning of the Discussion section, you concisely repeat the aim of the study at a general level and summarise your results. The results are compared and evaluated in relation to the areas presented in the Introduction, such as earlier research findings and the background, theories or conceptual description of the investigated phenomenon. In the Discussion, you evaluate whether the study provided new knowledge, understanding or interpretations. Assess whether your research confirmed earlier research or whether the prior conceptual descriptions and/or theories related to the phenomenon can be viewed differently based on the results. In addition, evaluate whether the aim of the study was achieved and whether the findings can be applied to practice.

The Discussion should also critically evaluate the implementation of the study and the results from the point of view of potential limitations. This means assessing the reliability of the study (e.g. internal validity/equivalence, generalisability/transferability, reliability/evaluation of the research situation, objectivity/verifiability) and identifying its limitations and strengths (regarding implementation as well as researcher's interpretation). Finally, you propose further research themes based on the results and implementation of your thesis. Think carefully how you finish your research report: what words do you want to use to end your master's thesis, and what will be your principal message for the reader?

## REFERENCES

**Creating the list of references (References).** All the references used in the text must be found in the list of references, and each source mentioned in the list of references must appear in the in-text references at least once. If the source is a book, the References provide the author's family name and the initials of given names, the year of publication (in brackets), the title of the book, and the name of the publisher. The publisher's name is given in the shortest possible way (e.g. instead of the long form *McGraw Hill Company, Inc.* write *McGraw Hill*). The page numbers of articles in journals, edited works or other compilations are given in the References. If available, sources should also include a digital object identifier (DOI).

List your sources in the References according to the following guidelines:

1. References are listed in *alphabetical order* based on family name.
2. Several works by the same author are listed according to their year of publication so that the earliest work comes first.
3. Co-authored publications, in which the author is mentioned as the first author, are listed in the References in their own chronological order after the publications written by this author alone.
4. Works published by the same author in the same year are alphabetised according to their title and distinguished by lower-case letters (e.g. 1990a and 1990b). This is the procedure only if there are no co-authors whose family name can be used to identify the source unambiguously.
5. If uncertain about the correct format for an author's name/s, consult a source where the author is referring to themselves and follow the most common format.

Replace the examples listed in these guidelines under *References* with your own sources. Make sure not to leave any of our examples in the final version of your References.



The examples below have been created according to APA style 7<sup>th</sup> Edition guidelines. The examples cover the most common situations, but in special cases, the author should also consult the APA 7<sup>th</sup> Edition manual. The websites <http://www.apastyle.org> and Basics of APA style tutorial <https://apastyle.apa.org/blog/basics-7e-tutorial> are also useful, as is the APA 7<sup>th</sup> Edition Formatting and Style Guide from Purdue Online Writing Lab ([https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)).

Page numbers are separated with an en dash (–); i.e. not with a hyphen (-) and not with an em dash (—).

If the title of a work consists of several words, only the first word is usually capitalised. However, capitalise also words that are capitalised according to the conventions of the language in question (e.g. proper nouns, names of languages in English, nouns in German). Spell the titles of journals in the way the journals themselves do – they commonly capitalise most words.

If the title of a work includes a heading and a subheading, separate them with a colon, except when some other punctuation mark has been used in the work itself. If the title has a subheading after a colon or dash, in Finnish works the subheading is not capitalised, whereas in other languages it is capitalised. A subheading is always capitalised after a question mark, exclamation mark or full stop.

**Examples of journal articles.** The titles of journals are always written in full, and the initials of their major words are capitalised. Mark the DOI (Digital Object Identifier) of the source in the References when available.

The titles of sources written in languages other than the language of the thesis should be translated into the language of the thesis and placed in square brackets (like in the first example below).

- Heikkinen, H., Huttunen, R., Niglas, K., & Tynjälä, P. (2005). Kartta kasvatustieteen maastosta [A map of the terrain of educational sciences]. *Kasvatus*, 36, 340–354.
- Leech, N. L., & Onwuegbuzie, A. J. (2009). A typology of mixed methods research designs. *Quality & Quantity: International Journal of Methodology*, 43, 265–275. doi:10.1007/s11135-007-9105-3
- Nuthall, G. (1999a). Learning how to learn: The evolution of students' minds through the social processes and culture of the classroom. *International Journal of Educational Research*, 31, 141–256.
- Nuthall, G. (1999b). The way students learn: Acquiring knowledge from an integrated science and social studies unit. *Elementary School Journal*, 99, 303–341. doi:10.1086/461928
- Pearson, M., & Brew, A. (2002). Research training and supervision development. *Studies in Higher Education*, 27(2), 135–150. doi:10.1080/03075070220119986c
- Perkins, D. D., & Zimmerman, M. A. (1995). Empowerment theory, research and application. *American Journal of Community Psychology*, 23, 569–573.

**Examples of articles in compilations (edited works).** For the names of editors, the initials of the first names come before the family name. According to APA, the page numbers of an article are marked in brackets after the title of the work (like in the examples below).

- Bateson, G. (1971). The message "This is play". In R. E. Herron & B. Sutton-Smith (Eds.), *Child's play* (pp. 261–266). Wiley. (Original publication issued in 1956 in B. Schaffner (Ed.), *Group processes* (pp. 145–151). Josiah Macy Foundation).

- Bretherton, I. (1984). Representing the social world in symbolic play: Reality and fantasy. In I. Bretherton (Ed.), *Symbolic play: The development of social understanding* (pp. 3–41). Academic Press.
- Bretherton, I. (1985). Pretense: Practicing and playing with social understanding. In G. Brown & A. Gottfried (Eds.), *Play interactions: The role of toys and parental involvement in children's development* (pp. 69–79). Johnson & Johnson.
- Brodzinsky, D. M., Sigel, I. E., & Golinkoff, R. M. (1981). New directions in piagetian theory and research: An integrative perspective. In I. E. Sigel, D. M. Brodzinsky, & R. M. Golinkoff (Eds.), *New directions in piagetian theory and practice* (pp. 3–25). Erlbaum.
- Diamond, R. M. (2005). The institutional change agency: The expanding role of academic support centers. In S. Chadwick-Blossey & D. R. Robertson (Eds.), *To improve the academy* (Vol 23, pp. 24–37). Anker Publishing.
- Leu, D. J., Kinzer, C. K., Coiro, J. L., & Cammack, D. W. (2004). Toward a theory of new literacies emerging from Internet and other information and communication technologies. In R. B. Ruddell & N. Unrau (Eds.), *Theoretical models and process of reading* (5th ed., pp. 1570–1613). International Reading Association.

### **Examples of books.**

- Argyle, M. (1991). *Cooperation: The basis of sociability*. Routledge.
- Barkley, R.A. (1997). *Defiant children. A clinician's manual for assessment and parent training* (2nd edition). Guilford Press.
- Bretherton, I. (Ed.). (1984). *Symbolic play. The development of social understanding*. Academic Press.
- Caplan, R. D., Cobb, S., French, J. R. P., jr, Van Harrison, R. & Pinneau, S. R., Jr. (1980). *Job demands and worker health. Main effects and occupational differences*. The University of Michigan.

- Green, L. W. & Kreuter, M. W. (2001). *Health promotion planning: An educational and ecological approach* (3rd edition). McGraw-Hill.
- Patterson, G. R., Reid, J. B., & Dishion, T. J. (1992). *Antisocial boys*. Castal.

### **Examples of reports, presentations and materials.**

- Aunola, K., Onatsu-Arviolommi, T. & Nurmi, J.-E. (1999). *Strategy and attribution questionnaire for children (SAQ-C)*. Unpublished test. University of Jyväskylä.
- Järvelä, S., Järvenoja, H., & Malmberg, J. (2008). *How do elementary school students self-regulate their learning and motivation when studying science with gStudy?* [Paper presentation]. ICM 2008 Conference, Turku.
- Mylläri, J. (2007). *Media education and pedagogical thinking in pupil's mindset: research report*.  
[http://www.project-game.eu/clips/docs/research\\_report.fi.pdf](http://www.project-game.eu/clips/docs/research_report.fi.pdf)
- Niemi, H. (1989). Mitä on opettajien ammatillinen kehittyminen? [What is teachers' professional development?] In S. Ojanen (ed.) *Akateeminen opettaja* [Academic teacher] (Täydennyskoulutusjulkaisuja 4, pp. 66–99). University of Helsinki: Research and Training Centre in Lahti.
- Finnish National Agency for Education (2014). *National Core Curriculum for Basic Education*. Finnish National Agency for Education.
- Finnish Ministry of Education & Culture (2012, April). *Two-year pre-primary education trial 2021-2024*.  
<https://julkaisut.valtioneuvosto.fi/handle/10024/163006>

### **Examples of master's theses and doctoral dissertations (alternative ways).**

- Lepola, J. (2000). *Motivation in early school years: Developmental patterns and cognitive consequences*. (Academic Dissertation, Annales Universitatis Turkuensis, Series B, Humaniora, p. 236). [Doctoral dissertation, University of Turku].

Niemi, K. (2016). *Moral beings and becomings: Children's moral practices in classroom peer interaction* [Doctoral dissertation, University of Jyväskylä].  
<https://jyx.jyu.fi/dspace/handle/123456789/48975>

Niemi, K. (2016). *Moral beings and becomings: Children's moral practices in classroom peer interaction* (Jyväskylä Studies in Education, Psychology and Social Research 549) [Doctoral dissertation, University of Jyväskylä]

### **Examples of internet-based articles or journal articles only published online.**

Bernstein, M. (2002, 16 August). 10 tips on writing the living Web. *A List Apart: For People Who Make Websites*, 149.

<http://www.alistapart.com/articles/writeliving>

Eerola, T. (2000, July). The rise and fall of the experimental style of the Beatles. *Soundscapes*, 3.

[http://www.icce.rug.nl/~soundscapes/VOLUME03/Rise\\_and\\_fall0.shtml](http://www.icce.rug.nl/~soundscapes/VOLUME03/Rise_and_fall0.shtml)

Morris, S. M, & Stommel, J. (2017, 15 June). A guide for resisting edtech: The case against Turnitin. *Hybrid Pedagogy*.

<https://hybridpedagogy.org/resisting-edtech>

### **Examples of other sources.**

Bishop, D. (2012, 26 August). How to bury your academic writing. *Bishop Blog*.

<http://deevybee.blogspot.fi/2012/08/how-to-bury-your-academic-writing.html>

Carey, B. (2019, March 22). Can we get better at forgetting? *New York Times*.

<https://www.nytimes.com/2019/03/22/health/memory-forgetting-psychology.html>

## APPENDICES

### Appendix 1 Instructions for Adding Page Numbers

The following guidelines help you insert page numbers in Word. Go to the first page of your Introduction section and select the Layout tab (Asettelu-välilehti) from the top menu. In Page Setup (Sivun asetukset) you will find the Breaks (Vaihdot) menu. Select the option Section Breaks (Osanvaihdot). You can enter the header by clicking the top of the page. The first page on which it says Header (Section 2) (Ylätunniste – osa 2 -) in blue provides the option Same as Previous (Sama kuin edellinen) in blue. This option disappears when you click the icon Design (Link to Previous) (Rakenne – linkitä edelliseen) in the top menu.

## Appendix 2 Layout Instructions for Bachelor's and Master's Theses without Using the Template

*Line spacing:* 1.5

*Font:* Book Antiqua

*Font sizes:* **Title page:**  
 Title of the thesis 16 (centre alignment)  
 Name of the author 14 (centre alignment)  
 Other text 12 (align right)

**Headings (bolding):**  
**ABSTRACT, CONTENT, REFERENCES and**  
**APPENDICES (CAPITAL LETTERS) 14**  
**HEADINGS OF MAIN SECTIONS (CAPITAL**  
**LETTERS) 16**  
 Text 12  
 Figures and tables 10.5

*Margins:* Top and bottom 2.5 cm, left and right 3 cm.

*Direct quotations:*  
 Excerpts longer than four lines are separated from the rest of the text by a blank line. Indentation of 1 cm and line spacing 1 is used in them. Shorter citations are separated from the rest of the text with "quotation marks". Citations are not italicised.