

# PROJECT REPORTING INSTRUCTIONS

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## 1 OBJECTIVE OF THE PROJECT REPORTING INSTRUCTIONS

*"No-one is born a good writer, one has to work at it."*

Nietzsche

During their studies at JAMK University of Applied Sciences, students carry out various written projects, the largest of which is the final year project / bachelor's thesis. The objective of written projects is to encourage students to collect, analyse and process the latest information related to their field of studies. In addition to increasing the knowledge of the central topics of each field, writing also increases the students' written communication skills needed in the world of work.

These instructions apply to the bachelor's theses of JAMK University of Applied Sciences, but they are also used in written assignments right from the beginning of the studies. The instructions can be used in writing reports on various kinds of projects, e.g., empirical work, development and art projects, or international projects. The first version of these instructions was compiled in 1995, and since then, they have been updated regularly.

The main sources of information for these instructions consist of the international standard on theses (ISO 7144; see also ISO 5966) and the Finnish standards on the compilation of literary references (SFS 5342), on the compilation and use of abstracts (SFS 3855), and on referring to electronic documents (SFS 5831). No separate references to these standards will be made in the text.

## 2 ACQUISITION OF INFORMATION FOR THE BACHELOR'S THESIS

Through the bachelor's thesis, students will learn to analyze problems, develop solutions to them, and to keep up with the changes taking place in society. These skills are necessary in the world of work: an information literate expert is able to

collect, locate, evaluate, and use professional information in an efficient and functional way.

It is most important to define the task of the bachelor's thesis as precisely as possible. If the task is not defined well, data collection is haphazard.. If you are able to turn the task into a question, you already have a rather clear idea of what you need the information for. Concept and mind maps and preliminary tables of contents are a good means of defining and limiting the topic. More extensive and intensive data collection can only start after you have defined the central concepts (phenomena) and you understand their significance for your work.

Understanding the meaning of the central concepts also helps you choose accurate keywords when searching for information in databases and networks. You can find alternative keywords with the help of keyword indices. For example, if a project deals with product liability, parallel phenomena and therefore alternative keywords can be 'consumer protection', 'quality control', 'product development', 'product safety' and 'liability insurance'. On the website of JAMK's Library, there is a link to the online version of the Finnish subject thesaurus YSA (see Figure 1), as well as links to field-specific databases available on the Nelli Portal. The acquisition of information is a creative process in which the sources already found affect the definition of the task and lead to the discovery of new, fascinating viewpoints and sources of information. There are various types of sources of information at your disposal: written and oral, electronic and printed. It is important to use versatile sources in a way which suits your assignment. The latest information is usually found in magazines, newspapers, and information networks. The information presented in books often has a specific view or theme. The specialists of different fields are good sources of information, especially on less studied subjects. Definitions of concepts can be found in field-specific reference books.

The screenshot shows the online subject thesaurus YSA interface. On the left, there is a search bar labeled 'Haku asiasanalla' with a message 'Ryhmärajausta ei ole valittu'. Below it is an alphabetical index and a search input field. The main content area is titled 'markkinointi' and includes a URI: <http://www.yso.fi/onto/ysa/Y97295>. Under 'Hierarkia', there is a list of related terms: sisäinen markkinointi, suhdemarkkinointi, suoramarkkinointi, tapahtumamarkkinointi, täsmämarkkinointi, verkostomarkkinointi, and yritysmarkkinointi. On the right, the 'Termitietue' section provides detailed information: 'Käytettävä asiasana' is 'markkinointi' (fi); 'Asiasana (sv)' is 'marknadsföring'; 'Kuuluu asiasanastoon:' is 'YSA - Yleinen suomalainen asiasanasto'; '«Kuuluu ryhmään:' is '75 Taloustieteet, Kansantalous, Liiketalous, Kauppa'; 'Rinnakkaistermi:' includes 'jakelu', 'lanseeraus', 'mainonta', and 'myynninedistäminen'; 'Suppeampi termi:' lists 'sisäinen markkinointi', 'suhdemarkkinointi', 'suoramarkkinointi', 'tapahtumamarkkinointi', 'täsmämarkkinointi', 'verkostomarkkinointi', and 'yritysmarkkinointi'.

FIGURE 1. An example from the online subject thesaurus YSA (available in Finnish and Swedish)

You should critically evaluate the information you have collected before integrating it into the knowledge base of your work and applying it to practice. You should also remember to assess the reliability and usefulness – or the unreliability and uselessness - of each piece of information in relation to the assignment and the objectives. All the sources of the work have to be indicated, so that the reader knows and can also check what the author's ideas are based on. You can develop your information retrieval and writing skills in various courses provided by JAMK University of Applied Sciences.

### 3 WRITING PROCESS

A written report of the bachelor's thesis is a demonstration of skills that gives information on the work that has been completed and shows the writer's ability to produce a written presentation and to provide written information. The bachelor's

thesis is also a demonstration of how well the writer masters the linguistic usage of his/her own field of expertise.

Writing a report also teaches how to think. During the writing process, your aim is to organise the information and ideas surrounding the task, but you also try to convey the results of the thinking process to the recipients. Editing information develops both your writing skills and your learning of contents. (Lonka, Lonka, Karvonen & Leino 1996, 8.) In the beginning, you should define the aim of your writing task and analyse it and what it requires. Learning the principles of reporting takes time, and as the structure of the report may change when your ideas become clearer, the report has to be altered many times. It is therefore a good idea to get used to taking systematic notes, for example, when reading books or discussing with people. Other useful methods include writing summaries of the studies that you have read, or writing down the basic information on the sources used in a piece of writing (author, year, book title etc., see Chapter 4.4. Use of Sources).

When compiling a preliminary table of contents you will find out whether or not your topic actually is clear to you: when you know exactly what your research task is, you will be able to write a preliminary table of contents. When you plan the table of contents, you plan the general structure of your work. If you find writing difficult, you should just concentrate on producing text – matters of form can be checked and corrected after the writing process.

A bachelor's thesis is always written for an audience. They should understand what and why something has been done. The report tells us **what was studied and why, how the study was carried out, what the results and the final conclusions were**. The hardships, background problems and personal experiences during the writing process should not, however, be included in the report. The extent of the report is determined by the characteristics and objectives of the work.

In addition to mastery of the topic, the bachelor's thesis also demonstrates the student's command of the language. It is important to present the facts to the reader in a clear and intelligible manner. The writer should pay attention to the basic

principles of writing: the division into paragraphs and chapters, the formation of sentences and clauses, the choice of words, as well as style and correct spelling of words. Written projects should be written in good matter-of-fact style, which is coherent, clear, illustrative, and compact (Hirsjärvi, Remes & Sajavaara 2009, 291). You should avoid clichéd metaphors and vogue expressions. The style of a project can be described as a good matter-of-fact style, when the language itself draws as little attention as possible and when information is conveyed as unambiguously and accurately as possible.

## 4 PARTS OF THE BACHELOR'S THESIS

### 4.1 Structure of the Bachelor's Thesis

Bachelor's theses usually have the following three parts: **the first part** introduces the topic, **the body** contains a description of the implementation of the research, and **the third part** lists the information connected with the work. The following is thus a typical structure:

1. First part:
  - Title page
  - Description page
  - (Description page in the requested foreign language)
  - Contents
  
2. Body:
 

<ul style="list-style-type: none"> <li><u>Research:</u></li> <li>Introduction of the topic</li> <li>Theoretical basis</li> <li>Implementation of the project</li> <li>Results of the research</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li><u>Development or art project:</u></li> <li>Background of the project</li> <li>Introduction and objectives (theoretical basis)</li> <li>Practical implementation of the project</li> <li>Discussion</li> </ul>
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### 3. Third part   References                           Appendices

It is sometimes necessary to include a list of abbreviations or a separate terminology list, for example, in the bachelor's theses of the School of Technology. These are placed after the Contents, before the first text chapter.

The parts of the bachelor's thesis will be dealt with in detail later (see Chapters 4.2–4.5). The reporting of qualitative research or projects may require another type of reporting, and synchronic reporting can also be used (see the end of this chapter).

#### **Reporting Qualitative Research**

In reporting qualitative research, it may be sensible to use e.g. a narrative structure. You can start a research report written in the narrative form directly with empirical observations, after which you can discuss the original formulation of the problem and its development along with empirical observations, interpret the observations, and discuss their general importance. Then you formulate a theoretical description of the generalizations. The solution of the problem at the end of the work functions as a kind of climax of the story. (See Alasuutari 1999, 246–249.)

#### **Reporting Development Projects**

The output of a bachelor's thesis can be, for example, a video program, a new tool or a similar practical piece of work. The production process of these projects is also reported in writing, describing the design, implementation and evaluation stages of the project (see example in Figure 2). The report also presents the theoretical basis that forms the starting point of the work. In most cases, the research reporting logic also suits the reporting of practical projects.

The written report of an art project must contain a statement or description of what and how the actual art project and possible other performances related to it are. The body of the report may contain a separate chapter for this purpose, but it can also be

expressed in other ways. If possible, the art project itself should be documented as e.g. recording.

If the written report of an art project concentrates on describing the author's personal process, the principles of reporting development projects can be adapted to in the body of the project. The viewpoint can also be that of the author's justification for the interpretation decisions, or the production process of an art project.

The example of a table of contents presented in Figure 2 can also be regarded as an example of synchronic reporting. In synchronic reporting the description of research implementation, the theoretical basis of the work, the results, and the discussion are interrelated and do not form separate entities. In reality, writing a bachelor's thesis is not usually a linear process with clearly separate stages, as all its items are worked on simultaneously. Thus, the titles for the main chapters can be derived, for example, from the principal thematic units.

CONTENTS	
1 FROM IDEAS TO AN EVENT.....	5
2 CHILDREN'S CULTURAL ENVIRONMENT.....	7
2.1 Culture and Play .....	7
2.2 Internationalisation through Play.....	9
2.3 Growing into Internationalism .....	9
2.4 Using Mental Pictures.....	11
3 KULKU – CULTURE LISTENING TO CHILDREN .....	12
3.1 Tourism Services.....	12
3.2 The Event KULKU as a Program Service.....	12
3.3 The Program in KULKU .....	14
4 THE EVENT KULKU.....	18
4.1 Planning the Event .....	18
4.2 Commitment to the Event .....	19
4.3 Contacts with Project Partners.....	21
4.4 Scheduling .....	21
4.5 Delivering Information.....	24
4.6 Evaluation of the Project .....	25
4.7 Ending the Project.....	38
5 THE AFTERMATH OF KULKU .....	31
5.1 Work Contribution .....	31
5.2 Cooperation with the Marketing Team.....	34
5.3 The Importance of Information Delivery.....	35
5.4 The Success of Coordinators .....	36
REFERENCES .....	38

FIGURE 2. Example of the Contents of a project, modified from the project of Kettukangas and Tirkkonen (2001)

## 4.2 First Part of the Bachelor's Thesis

### 4.2.1 Title Page

The title page contains the name of the bachelor's thesis and its author(s), as well as the statement that the work is a bachelor's thesis. The month (full word) and year of submission of the bachelor's thesis are also given on the title page. The title page<sup>1</sup> is compiled according to the graphic instructions of JAMK University of Applied Sciences. An electronic template of the title page is available on the website of the Library.

#### Title of the Project

You should pay special attention to the title of the bachelor's thesis, as it should be both informative and interesting. A compact and illustrative name or title does not contain any extra words and broad or complicated structures. The title can consist of two parts: the main title acts as the name that is used, and the subtitle specifies it. Even if the study was not exhaustive, the title should not be vague. (Hirsjärvi et al. 2009, 318.)

### 4.2.2 Description Page

The Description Page of a bachelor's thesis is a one-page form containing a bibliographic description and an abstract of the work. Its purpose is to provide the reader with basic information on the work. Line spacing on the Description Page is 1. An electronic template of the Description Page is available on the website of the JAMK Library.

The date on the Description Page refers to the submission date of the work (i.e. the date the report is handed out for assessment, after which it cannot be changed any more). The type of publication is *Bachelor's Thesis*. If necessary, *Confidentiality* and

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<sup>1</sup> If the work is not a bachelor's thesis, its title page must present the type of project (e.g. practical training report), submission date, group code, name of author, institution (JAMK University of Applied Sciences), and field of study. There may also be the name of the thesis supervisor/advisor.

*Online Publishing Permit/Prohibition* are marked. The complete name of the *Degree Programme*, the name(s) of the *Tutor / Supervisor* and of the consignor(s) (*Assigned by*) are written on due lines.

The item *Pages* indicates the total number of pages in the work. If the proportion of appendices in the work is large, you can specify the type and number of pages of the appendices under the item *Miscellaneous* (e.g. "Appendix: Instruction file, 30 pages"). Here you can also tell that the appendix is e.g. a video or a DVD/CD, as well as specify that the work is part of a larger development project or a co-operative project of several degree programmes.

The Description Page of an English bachelor's thesis is written only in English (no translation into Finnish is needed). The instructions on how to combine the cover page, description page and the text into one PDF file are available on the website of the Library.

### **Abstract**

The abstract should have approximately 200 words. It contains information on the subject matter, objectives, methods and results of the project, as well as on possible further applications of the results. The descriptive part should be clearly organised and contain the following information: The **objective** of the work and the **research task** are stated in a compact, yet sufficiently detailed way. A possible consignor is stated at the very beginning of the abstract. The **implementation** of the work is explained in broad outline, stage by stage. The **results** are presented as facts. The **conclusions** and **applications** are presented last. You can also mention the prospects of later use and development.

On the basis of the abstract, the reader decides whether the report is worth a closer look. As the abstract is short, you should concentrate on the most interesting part, i.e. the results. You should use only full sentences in the abstract, as well as matter-

of-fact-style statements, the passive voice, and the past tense<sup>2</sup>. (See Hirsjärvi et al. 2009, 253.) The abstract should be an independent entity and contain no references to the work it presents, i.e. expressions like "This bachelor's thesis..." should not be used.

### **Keywords**

The author describes the contents of the bachelor's thesis with keywords, which makes the work easier for readers to find. Keyword indices can be used to choose keywords (see also Chapter 2). If a chosen keyword is included in a keyword index, you should use the form of the word it has in the index. Keyword indices present both the recommended forms of the words and parallel and synonymous expressions. For example, in a work on customer service, in addition to 'customer service', you can choose such keywords as 'customer orientation' and 'customer relationship'. 'Interview study', 'questionnaire study', 'action study' or other terms to describe the research method give the reader an idea of the method(s) used to compile the research material.

Keyword indices do not usually include the latest field-specific terminology – in such cases, field-specific terms are used as keywords. The names of companies and places can also be used as keywords. JAMK's Library personnel can help you choose keywords and their form, and the website of the Library also provides links to keyword indices and databases. In addition to the general Finnish subject thesaurus, the links include field-specific terminology lists, such as the MeSH – Medical Subject Headings, used by the students of health care.

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<sup>2</sup> In other parts of the work you can use the active voice and other tenses, too.

### 4.2.3 Contents

The table of contents should be informative but so compact that it is easy to perceive the structure of the work. The table of contents shows the reader the order of importance and the logic of the study.

The title of the table of contents is CONTENTS. The table of contents is organised in main chapters and subchapters. There is no full stop after the numbers of the chapters. The titles in the table of contents must be identical with the corresponding titles on text pages. The title of the thesis and the titles of the main chapters are written with capital letters, the titles of subchapters with lower case letters. Other aspects of the table of contents can be freely formatted - you can, for example, set titles in boldface. Three levels of headlining should be sufficient (See Figure 3). There should be no single subchapters. On the other hand, a single main chapter is possible.

The table of contents normally lists only the text chapters. You should consider carefully how small parts of text should form chapters, as chapters are larger entities than paragraphs. The names of the appendices are written in the table of contents as subchapters of the main chapter APPENDICES.

If there are several tables and figures in the work, both are presented in separate lists at the end of the table of contents. The list contains the number, name and page number of each table or figure but not the reference. If there are several special abbreviations and symbols in the thesis, they can be listed after the list of tables and the list of figures.

CONTENTS	
1 THE FIRST MAIN CHAPTER .....	2
2 THE SECOND MAIN CHAPTER .....	3
2.1 No Single Subchapters .....	3
2.2 At Least Two Subchapters under a Main Chapter .....	4
2.2.1 1st Subchapter of the 2nd Subchapter of the 2nd Main Chapter .....	4
2.2.2 2nd Subchapter of the 2nd Subchapter of the 2nd Main Chapter .....	6
3 THE THIRD MAIN CHAPTER .....	7
3.1 The 1st Subchapter of the 3rd Main Chapter .....	7
3.2 The 2nd Subchapter of the 3rd Main Chapter .....	8
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Appendix 1. The First Appendix .....	13
Appendix 2. The Second Appendix .....	14
Appendix 3. The Third Appendix .....	15

FIGURE 3. Sample Contents

## 4.3 Body of the Bachelor's Thesis

### 4.3.1 Introduction

The introduction familiarises the reader with the topic of the bachelor's thesis and awakens his/her interest. The introduction describes the background, viewpoint and motivation for the choice of subject, presents potential prior research, defines the research area, introduces the consignor, and formulates the task and objective. In the introduction you can explain the importance and topicality of the subject, its use in the world of work and importance to your own professional development. For the reader, the essential questions to be answered in the introduction are the following: what is developed or studied and how, why are these issues developed or studied, and what is the context of the bachelor's thesis? (See Hirsjärvi et al. 2009, 254 - 260.)

The introduction cannot be replaced by the abstract or vice versa. The introduction is also the first chapter of the work. A title other than "Introduction", both more descriptive and topic-specific, is recommendable. (Op. cit. pp. 238 - 241; for example, the title of the first chapter in these instructions.)

#### **4.3.2 Theoretical Basis**

The theoretical basis of the bachelor's thesis analyses the aims of the thesis and defines its development and research tasks. The theoretical basis is formed by the theory connected with the topic. If you cannot find a theoretical basis for the topic, you should describe the background of the topic and formulate a theory. Its content and extent depend on the approach and on the extent to which the phenomenon has been studied.

The theoretical basis is built on existing data, which develops into a synthesis through the analysis made by the author of the thesis. The author compiles the theoretical background on the basis of former studies, literature, experience in the world of work, and intuition. Earlier data and results can be presented, and their reliability, general importance, as well as relation to the present work can be considered simultaneously. Research data is dealt with critically, making comparisons and summaries. Concepts that are central for the topic are defined in the theoretical part, the other concepts in the context where they appear.

In the **summary** of a source, the writer tells with his/her own words the essentials of the source for the phenomenon that is being studied. This is done by explaining the main ideas of the original text in clear and complete sentences. The use of source material should show the author's ability of independent thinking and his/her command of the field or topic.

**Quotations** of sources are direct, word-for-word citations from the original source. The use of direct quotations should be considered carefully and abundant quotation avoided, as the use of direct quotations proves lack of analytic research approach and personal style.

The research task (problem, questions) and potential hypotheses on its (their) materialization are also presented in this section. Research problems are deduced from the theoretical part and justified with the ideas presented there. The problems are written in the form of precise questions. If they are many, they are numbered, and can be presented as main problems and sub-problems.

### **4.3.3 Implementation of the Research**

The stages of the implementation of one's own research<sup>3</sup>, including argumentation, must be reported accurately. The reporting of the implementation provides a clear picture of the aim of the research and the way in which you look for the answer. Based on this report, the reader follows the progress of the thesis process and evaluates its reliability.

The report presents the purpose of the bachelor's thesis, the approach, the way data was collected, the research material or the material utilised and the way the material is processed, and the target group or subject. The reliability of the material is evaluated, and possible ethical statements with their justifications are presented.

### **4.3.4 Results of the Research**

The most important part of the report is the presentation of the results. Results and outputs are not published in the same way, but both of them have to try to present the answer to the research task. The results can be analysed in many ways, for example according to research problem. The character of the report and the form of the study determine the way they are presented. When presenting results, you constantly have to consider the objective of the bachelor's thesis. All the questions you have posed have to be dealt with, irrespective of whether you have found an answer to them. The results have to be presented so that it is easy for the reader to see what the most important results of the study are. Furthermore, the results

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<sup>3</sup> In this context the word 'research' is used in a broad sense to describe many kinds of problem solving processes, for example development projects and reports.

should be divided into logical groups, pointing out the ones that are essential for the problems. The presentation should be a truthful, logical and clear. The conclusions based on the results can be presented in connection with the results.

#### **4.3.5 Discussion**

The discussion should cover the whole work and all its phases. In the discussion, the results are combined with the backgrounds presented in the introduction and the theoretical basis of the report, and the main results are stated. Thus, you partly deal with similar things as earlier in the work. However, in the discussion you deepen the analysis with the knowledge you have gained during the process of compiling the bachelor's thesis.

You can compare your own results with the ones produced by earlier researchers and critically analyse the factors behind them. The conclusions based on the results show how the bachelor's thesis has changed or increased knowledge in the field of study or development, and how the results can be utilised in practice. The preconditions and limitations of the conclusions (e.g. a small sample) are discussed, as well as the hypotheses that turned out to be false. You can never be too careful with generalisations.

Thus, the discussion contains general reflection of the subject matter, evaluation of the work process and reliability of the bachelor's thesis, as well as new problem areas arisen during the process. The discussion should demonstrate how you have managed to solve the problem or complete the task and how the research method should be developed. In the discussion, you can make suggestions on the utilization of your results, their general applicability, and you can present topics for further studies. In the concluding part of the discussion, you should not bring up information that has not been presented earlier in the body of the work.

The discussion is important, as it requires a personal touch and the ability to express your own opinions and views. Still, you have to maintain a matter-of-fact style and justify your arguments and possible generalizations. The discussion shows how

mature the writer is; so it is recommendable to write down your own reflections on the topic during the whole process of working on the thesis and compile this chapter early enough.

## **4.4 Use of Sources**

### **4.4.1 References**

#### **Principles of Quoting and Referring**

The sources used in the report are given in the text as references (text references). A reference in the text is a short note referring to a more complete reference in the List of References. The purpose of references is to let the reader know whose text or ideas are being cited. You have to mark the source both after a summarized quotation and a word-for-word (direct) quotation. It must be clear to the reader which parts of the text are the author's "own", and which borrowed from someone else, irrespective of whether the citation is a direct quotation, a summarising reference, or telling someone else's ideas with your own words (a paraphrase). (Hirsjärvi et al. 2009, 348 - 351.)

The notation of references is based on an agreement, and there are several alternative ways for doing it. References are laid out according to the common **name-year reference system**.

The author of the bachelor's thesis must be careful not to give the impression of being an inaccurate writer. This impression arises if you repeatedly refer to several separate sources simultaneously. An accurate reference practice makes the text elegant and shows command of the subject. In other words, it is better to refer to one idea at a time and immediately indicate the source from which the idea is borrowed, than to gather up several sources at the end of a text paragraph.

In the use of citations you should remember to report facts with your own words and vary the way you refer to sources, for example:

According to Pohjola (2009, 10) --

Pohjola (2009, 5) states that --

Pohjola (2009, 15) thinks that --

The above reference method is the so called embedded reference, i.e. the name of the author is part of the sentence structure. Another method is to place the reference in parentheses at the end of the section referred to. Not too many direct quotations should be used, and they should be as short as possible. A short quotation can be fitted into the text without a break of style. A direct quotation has to be exactly the same as the original wording. A **short** direct quotation of not more than three lines is always written between quotation marks. A **long** direct quotation of at least four lines is indented one tab point from the left-hand margin, written in italics, using spacing 1, without quotation marks.

**Before references** you can add such expressions as *e.g. (for example), incl. (including), esp. (especially), see, cf. (compare)*. The meaning of these **comparing references** must be understood: 'see' means that there is further information on the issue available, 'cf.' expresses that the piece of information differs from the one presented. (Hirsjärvi et al. 2009, 366.)

The works and articles in the List of References appear in alphabetical order according to authors' family names, the first word of each reference being the author's family name. Along with the reference item in the text, the following information is needed: **author's family name + publication year + page(s)**. This basic principle should be followed for the sake of simplicity, even if the standard recommendation is different. The following instructions apply to the most commonly needed references. The examples are indented and some of the originally Finnish examples have been translated into English (the titles of the books or publications in parentheses).

### **Reference Applying to One Sentence**

The reference is written at the end of the sentence in parentheses before a full stop.

The entrepreneur is responsible for the finances, growth, competencies and personnel of his company (Koskinen 2009, 158).

In an embedded reference, the year and possible page number are placed in parentheses after the name of the author.

According to Koskinen (2009, 158), the entrepreneur is responsible for the finances, growth, competencies and personnel of his company.

### **Reference Applying to More than One Preceding Sentence**

The reference is written after the last sentence in parentheses. The reference ends at a full stop, which comes before the quotation mark.

The entrepreneur is responsible for the finances, growth, competencies and personnel of his company. Not only the entrepreneurs who own their companies but also entrepreneurs who are majority shareholders in companies want to make decisions and be responsible for the consequences of these decisions. (Koskinen 2009, 158.)

In an embedded reference style, the publication year of the source is placed after the name in parentheses, and reference to the page(s) at the end of the quotation. In this way there will be no confusion of where the quotation starts and where it ends.

On the other hand, Sipari (2008) emphasises the importance of everyday life in the rehabilitation process of a child. According to him, a good life for a child includes the ability to take initiative, independence, meaningful activities and participation. Rehabilitation should be integrated in the child's activities at home, day-care centre and school. In this way, hobbies, school and therapy support each other. (pp. 69 - 70.)

### **References to Several Works of the Same Author Published in the Same Year**

When referring to several works of one author, published in the same year, you should use small (lower case) letters (a, b, c, etc.).

Different styles make it easier to process the text in a professional way (Keinonen 2009b, 71). In presentation graphics, the focus is on the graphics, while the written information is concise (Keinonen 2009a, 8).

### **References to Works with Two or More Authors**

In an embedded reference style, the names of authors are connected with 'and'. If the reference is placed in parentheses after the citation, use the & sign.

According to Reiman, Pietikäinen and Oedewald (2008, 48), safety culture refers to the ability and will of an organisation to understand the characteristics of safe practices, hazards and the methods to prevent hazards, as well as ability and will to act in a safe way.

Safety culture refers to the ability and will of an organisation to understand the characteristics of safe practices, hazards and the methods to prevent hazards, as well as ability and will to act in a safe way (Reiman, Pietikäinen & Oedewald 2008, 48).

If the work has three or more authors, all of them are mentioned when the source is referred to for the first time. From the second time of referral, the abbreviation "et al." is used:

-- good matter-of-fact style, characterized by coherence, legibility, clarity and compactness (Hirsjärvi, Remes & Sajavaara 2009, 291).

Hirsjärvi et al. have stated that the researcher must assess whether the research questions have been answered. The result section must also consider such questions which have not been found answers. The key

results, “findings”, are interpreted against the background information. (Hirsjärvi et al. 2009, 262-263).

### **References to Sources with No Individual Author**

If the source work has no individual author, the reference is made to the title of the publication.

If there is a musty smell in the premises, the cause of the smell should always be established (Damages Caused by Moisture in Workplaces 2009, 49).

### **Successive References to the Same Work**

You can use the abbreviation 'op. cit.' (in the same work/works) when referring again to an earlier source. Also in this case you have to indicate the pages.

Pohjola thinks (2009) that the views of all parties should be taken into consideration --. (There can be even a long quotation of the same source between the references.)--. (Op. cit. p. 25.)

The processing of information focuses on the skills related to thinking, learning to learn, and self-evaluation under the guidance of the teacher (op. cit. p. 107).

### **Simultaneous References to Several Publications**

A semicolon is used between references to separate them from each other.

--. A macro system contains the marginal conditions defined by society, such as laws, politics, culture and ideologies. (Hietikko 2009, 45; Jaako 2008, 22; Sailio 2008, 10.)

### **References to Oral Sources (Personal Communication)**

Personal communications are stated in the text in parentheses as follows: family name + year. Personal communications include interviews and telephone conversations. Oral sources are often important sources of information, which is why

detailed information on them has to be given in the List of References (see Oral Sources in 4.4.2).

- - According to the surgeon, the operation had been successful and the ACL seemed normal. (Helminen 2007.)

If interviews, e.g. a thematic interview, are a part of the research data, they are not listed as sources of information.

### **References to Electronic Sources**

Electronic sources are cited in the same way as other sources. If the electronic source has no page numbers, they are not indicated. If the author is known, the reference contains the author's family name and the year; if not, reference is made to the name of the source or page title, and the year. References to radio and TV programs indicate the name of the program and the year. (See Electronic Sources in 4.4.2.)

Thirty percent of the municipalities outsource the IT services that they need (Silen 2009, 23).

Before an invention is presented at a Trade Fair or in the mass media, it should be protected. One way to do this is to apply for a patent. (Inventor's Checklist 2009.)

### **References to Statutes**

Statutes generally have official abbreviations, which can be used in references, too (e.g. Statute = Stat., Government Bill = Gov. Bill). The List of References must contain detailed information (see Books and Other Publications with No Individual Author, in 4.4.2.).

- - . The Jyväskylä Labour Market Area consists of Jyväskylä, Hankasalmi, Luakaa, Muurame, Petäjävesi, Toivakka and Uurainen. (Stat. 26.2.2009/92.)

### References to Standards

Standards have their established abbreviations, for example the standards of the Finnish Standards Association (Suomen Standardisoimisliitto) are called SFS standards. The abbreviation of the standard is followed by the number of the standard and the page number.

-- . A publisher is a person or an organisation in charge of the production and distribution of a document (SFS 5831, 3). --

### References to Secondary Sources

The original source is not included in the List of References. In the following example, Möttönen's article is a secondary source that deals with Hyryläinen's original study:

According to Möttönen (2009, 64), Hyryläinen (2004) defines a network relationship as a highly confidential relationship.

#### 4.4.2 List of References

In the List of References, you list all the sources used in the text of the report. The List of References should not contain research material. For the description of the research material, see 4.3.3. The sources must be relevant to the work. Their use demonstrates the extent of your knowledge and reading. All the sources should be original publications. The title of the List of References is REFERENCES. (See the sample List of References in Appendix 3.)

Every detail of the references and the List of References must correspond to each other. The List of References is usually alphabetized according to the family name of the authors. The general structure of a reference can be divided into four parts:

Who - the writer, author or interviewee

When - the year of publication [n.d. (no date) if the date is not known]

What - the name or title of the source

Where – name of medium, publication, edition, translator, place of publication, publisher / the publishing organisation, etc.

More detailed information with examples is available on the website of the Library (in Finnish).

### **Books with Author(s)**

Indicate the basic reference information on books with an author / several authors. If there are several works by the same author in the List of References, they are listed according to year, starting with the oldest one.

Haasio, A. 2009. Johdon assistentin tiedonhankinnan opas. (Information Retrieval Guide for Executive Assistants.) Helsinki: WSOYpro.

Hirsjärvi, S., Remes, P. & Sajavaara, P. 2000. Tutki ja kirjoita. (Research and Write.) 15<sup>th</sup> Rev. Ed. Helsinki: Tammi.

### **Books and Other Publications with No Individual Author**

The title of the book is written first instead of the author's name, and the book is alphabetized according to its title. In the text, a source without an individual author is referred to simply with the title of the work.

Esteettömydellä osallisuuteen Jyväskylän ammattikorkeakoulussa. (Through Accessibility to Full Participation in JAMK University of Applied Sciences.) 2009. Ed. M. Hirvonen. Jyväskylä: JAMK University of Applied Sciences. Discourses of JAMK University of Applied Sciences 2. Accessed on 15 April 2009). [Http://urn.fi/URN:NBN:fi:jamk-1236326673-1](http://urn.fi/URN:NBN:fi:jamk-1236326673-1)

Kielitoimiston sanakirja. (Dictionary of the Research Institute of the Languages of Finland.) 2008. CD Rom. Version 2.0. Publications of the Research Institute of the Languages of Finland 149. Helsinki: Research Institute of the Languages of Finland and Kielikone.

ISO 8439. 1990. Forms design – Basic layout. Genève: International Organisation for Standardization.

### **Article Sources**

Article source information is presented according to the same principle. In addition, there will be the volume of the publication, the issue (or newspaper date), and the pages on which the article appeared. For an article published in a compilation, you present the author, the time of publication, the name of the article, and basic information on the work in which the article was published.

Bernaards, C. M., Ariens, G. A. M., Simons, M., Knol, D. L. & Hildebrandt, V. H. 2008. Improving Work Style Behavior in Computer Workers with Neck and Upper Limb Symptoms. *Journal of Occupational Rehabilitation* 18, 1, 87 - 101. (18 immediately after the name of the journal indicates the volume of the publication, 1 is the issue in which the article was published, and 87-101 indicates the page numbers.)

Karlsson, M. 2009. Moniallegikko voi pitää lemmikkiä. (People with multi-allergies can have pets.) *Tessö* 2, 24 - 30.

Leinonen, E. 2009. Jyväskylään viime vuotta enemmän kongressivieraita. (More congress visitors in Jyväskylä compared with last year.) *Keskisuomalainen* 2 April 2009, 15.

If the reference is made to an article published in an edited book or collection of articles, it should contain the following details: author, date of publishing, title of the article, and basic information of the book/collection.

Lerkkanen, J. 2008. Sähköisen portfolion käsitteet opinto-ohjaajakoulutuksessa ja sen käyttö opintojen hyväksilukemisen välineenä. (Concepts of the electronic portfolio in study counsellor education and the its use as a tool in the accreditation of prior learning.) In *Taidatko tunnistamisen? (Do you know how to recognise?)* Eds. A. Niskanen and R. Virtanen. Jyväskylä: JAMK University of Applied Sciences, 52 - 56.

### **Theses, Brochures and Other Unpublished Written Sources**

It is important to indicate the nature of the source (e.g. brochure, thesis).

Laitinen, A. 2008. Maatilayrittäjän RME-biodieselin laadunhallinta. (Quality Management of RME Biodiesels by a Farmer.) Bachelor's Thesis, JAMK University of Applied Sciences, Institute of Natural Resources, Degree Programme in Agriculture and Rural Industries. Accessed on 15 April 2009. [Http://urn.fi/URN:NBN:fi:jamk-1212485708-6](http://urn.fi/URN:NBN:fi:jamk-1212485708-6).

Ruuska, R. 2009. Staff Meeting. Minutes of 15 April 2009. JAMK University of Applied Sciences, Institute of Natural Resources.

### **Oral Sources (Personal Communications)**

Personal communications are e.g. interviews, phone conversations and other important oral sources of information. The nature of the personal communication is indicated in the List of References. You can specify the information on a person's organisation (e.g. Ltd, Inc.).

Nieminen, J. 2009. Financial Manager and Editor of Muusikko Magazine, Association of Finnish Musicians. Interview of 15 April 2009.

### **Electronic Sources**

The main idea of indicating electronic sources, too, is that the reader finds the source referred to in the text. The List of References contains the following information on electronic sources:

- author (if not known, source information starts with the name of the publication)
- year of publication
- name or title of publication
- possibly the type of medium (e.g. e-mail, CD, DVD)
- possible further information on the publication, e.g. a CD or PDF file: editors, editions, publisher / publishing organisation, page numbers, etc.
- notes, i.e. other specifying information on e.g. the type of publication (Bachelor's Thesis, Minutes, etc.), supplementary material, or website.
- date of access
- web address.

### a) Online Publications

The website indicates who the author is and when the source was created:

Horsmanheimo, P. 2009. Tilintarkastusjärjestelmän kokonaisuudistus. (Reorganisation of the Auditor System.) Statement of the Central Chamber of Commerce to the Ministry of Employment and Economy of 17 February 2009. Accessed on 15 April 2009. [Http://www.keskuskauppakamari.fi/kkk/lausunnot/Lausunnot\\_2009/fi\\_FI/ttjarjestelmannuudistus/](http://www.keskuskauppakamari.fi/kkk/lausunnot/Lausunnot_2009/fi_FI/ttjarjestelmannuudistus/).

Karjalainen, H. 2009. Jämsäläinen kylmägeeli viilentää ympäri Eurooppaa. (Ice gel from Jämsä cools Europe.) Keski-suomalainen 3 March 2009. Accessed on 15 April 2009. [Http://www.jamk.fi/kirjasto](http://www.jamk.fi/kirjasto), Nelli Portal, Keski-suomalainen Archive.

The website indicates the author and year, but not the exact date:

Balachandran, K., Bi, Q., Rudrapatna, A., Seymour, J., Soni, R. & Weber, A. 2009. Performance assessment of next-generation wireless mobile systems. Bell Labs Technical Journal 13, 4, 35 - 58. Accessed on 16 April 2009. [Http://www.jamk.fi/kirjasto](http://www.jamk.fi/kirjasto), Nelli Portal, EBSCO.

Niinikangas, L. 2009. Tervapääsky. Presentation of the Tervapääsky Villa. Accessed on 16 April 2009. [Http://www.lighthouse.fi/tervapaasky.htm](http://www.lighthouse.fi/tervapaasky.htm).

Online documents with no individual author:

Kekseliäs kasvattaja. (Resourceful Educator.) n.d. Central Union of Child Welfare Instructions to Educators. Accessed on 15 April 2009. [Http://www.alalyolasta.fi/](http://www.alalyolasta.fi/), ideas for educators.

Papermaking. 2008. Article on Metso Paper Oy's website. Accessed on 16 April 2009. [Http://www.metsopaper.com](http://www.metsopaper.com), paper technology, papermaking.

Teknologioiden ja innovaatioiden megatrendit. (Technology and Innovation Megatrends.) 2009. List compiled by the VTT Team on 15 January 2009. Accessed on 16 April 2009. [Http://www.tekes.fi/TilastotJaVaikutukset/447469\\_Megatrendit\\_vait.pdf](http://www.tekes.fi/TilastotJaVaikutukset/447469_Megatrendit_vait.pdf).

## **b) Email Messages, Videos and Other Similar Sources**

Paukku, P. 2005. Classroom Ergonomics. DVD. Jyväskylä: JAMK University of Applied Sciences.

When the reference is made to an email message, further details on the contents, sender and receiver of the message may be added to the end of the reference.

Nurminen, A. 2009. Instructions to Writers of Articles. Email message of 16 April 2009. Receiver T. Rautio. Instructions sent by the communications lecturer to JAMK tourism students writing articles for a publication.

## **c) Radio and TV Programmes**

Huomenta Suomen Makuja. (Tastes of Good Morning Finland.) 2009. MTV3 4 April 2009.

Poika ja Ilves (A Boy and a Lynx). 1998. Director R. O. Niemi. Film. YLE TV2 15 April 2009.

## **4.5 Appendices**

Appendices are the parts of the bachelor's thesis that are not essential for the understanding of the subject, but referred to in the text. You can also append material that makes the report more reliable and easier to understand. An example of this is the material related to data collection, such as data collection forms, the outlines of interviews, detailed explanations of methods and techniques, as well as various intermediate reports referred to in the text.

Appendices are placed after the List of References. They are referred to in the report text, numbered in the order they are referred to, and given titles. At the end of the table of contents, there is a uniform list of the appendices of the report (see the Contents of this document).

### **Numbering of Appendix Pages**

The basic advice is to number appendices both according to their total amount with separate consecutive numbers (Appendix 1, Appendix 2 etc.) and according to the consecutive page numbering starting from the beginning of the work. Separate entities of appendices, e.g. CD-ROMs, videos, folders, work instructions, can be numbered according to their own consecutive numbering. The item *Pages* on the Description Page always indicates the total number of pages in the work; the item *Miscellaneous* contains a specification. As appendices are supplementary material, line spacing on appendix pages can be adapted to its purpose.

## **5 VISUAL ILLUSTRATION**

Written presentations can be illustrated by figures, tables, drawings, and examples. They are placed in text if they are connected with the issue under consideration and explained in the text. The illustrative material is placed as close as possible to the place in text in which it is referred to for the first time. The text does not repeat the details of the illustrative material. Instead, it should present conclusions based on the illustrations. Tables and figures should be descriptive as such. Abundant and large illustrative material is usually best presented as appendices.

**Tables** are especially suitable for the compact presentation of numerical data. A table caption (table heading) above the table contains the word TABLE with capital letters, after which there is the number of the table. After this the table is named aptly. If the table has been borrowed, the source must be given along with the caption. Tables are numbered consecutively throughout the whole work. The table should fit one page, but if it does continue on the next page, this should be mentioned at the bottom of the table and at the top of the next page. Columns and rows are named accurately with whole words. (See Figure 4.)

Table caption above the table;  
tables are numbered consecutively

TABLE with capital letters; a full  
stop after the number of the table

TAULUKKO 2. Jyväskyläläisten asiointi kirjastossa ikäryhmittäin

	alle 25 v	25–60 v	yli 60 v	Kaikki (N)
n =	435	1425	1140	3000
%	%	%	%	%
Kerran viikossa	18	5	11	11
Kerran kuussa	50	57	25	44
Harvemmin	32	38	64	45
YHTEENSÄ	100	100	100	100

Columns and  
rows are named  
accurately with  
whole words

Two blank lines  
before and after the table

FIGURE 4. Tables in illustrating data. More information about tables, see Kananen 2008.

**Figures** present data in an illustrative form. Figures comprise all the means of illustration except tables. The purpose of figures is to complement or reduce text, not merely to repeat ideas brought up in the text. A figure is more illustrative than a table, so its caption is placed under the figure. A figure caption contains the word **FIGURE** with capital letters and the number of the figure. Figures are numbered consecutively throughout the work. (See Figure 5.)

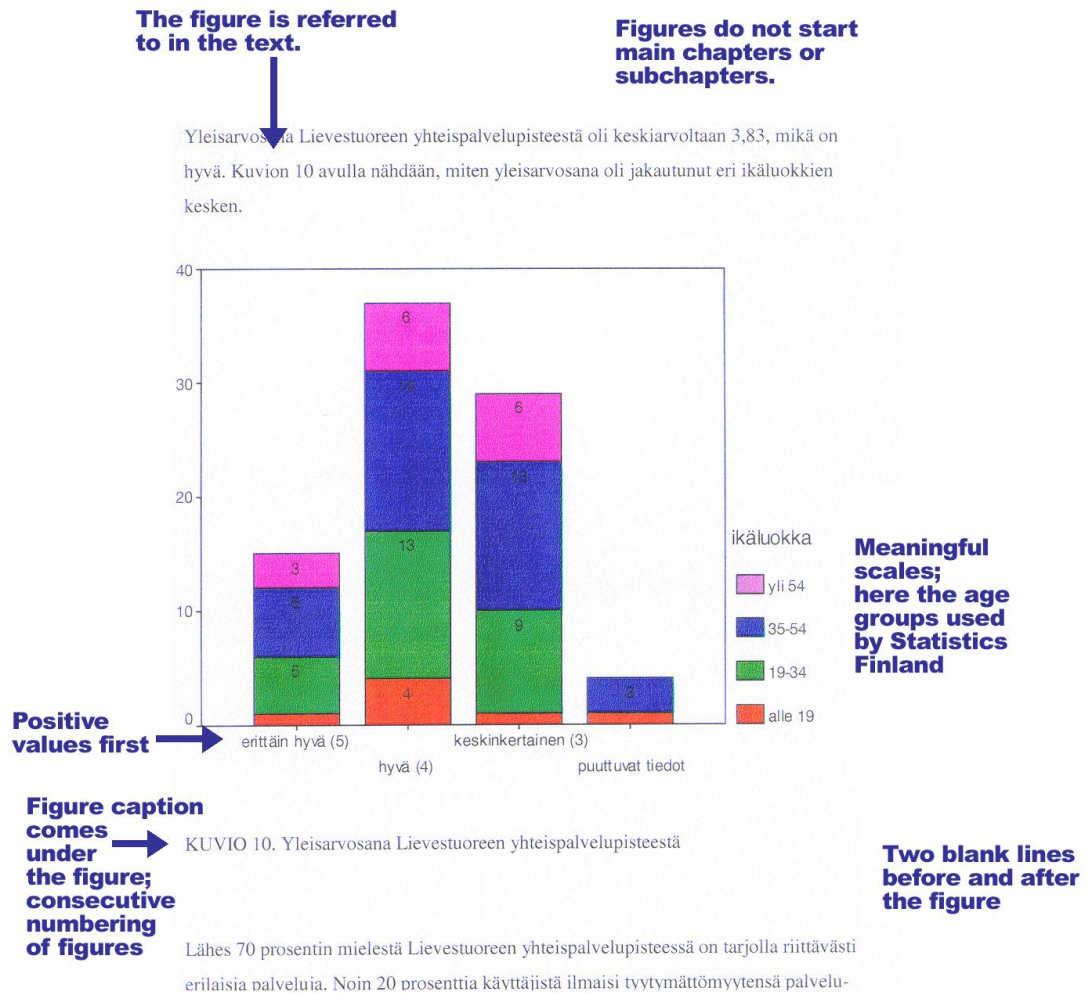


FIGURE 5. Figures in the visualization of information. The figure of the example is presented in the bachelor's thesis of Aatola (2000).

The results of **qualitative research** are illustrated with examples from the material, for example the answers of the interviewees. Examples from the material are chosen in order to illustrate both the general direction of the results and the exceptions. In the presentation of quotations and transcribed samples, follow the instructions on indenting (see p. 34). The following example is from the bachelor's thesis of Salkojärvi (2001, 65–66):

”Several times in the course of conversation, cooperation was mentioned as an essential factor in supporting parenthood:

*Certainly a project like Anne Eskelinen’s could be fine: encouraging people to be adults... that everybody would know where their children spend their time, and we would have the courage to call the parents. -.”*

## 6 APPEARANCE OF THE BACHELOR’S THESIS

### Layout

The hard copy of the bachelor’s thesis is printed on one side of A4-sized typewriting paper of archival quality.

Line spacing on text pages and in the table of contents is 1.5 and font size 12 pt. In the List of References and on the Description Page line spacing is 1. The font type must be readable and clear, for example Arial, Helvetica, Palatino or Times<sup>4</sup>.

Margins are set so that it is possible to reprocess and bind the report.

Recommendable margin settings are: left margin 4.3 cm and the other margins 2 cm. The cover page and the description page should comply with the JAMK graphic instructions. The text is **hyphenated**, but the right margin is not aligned. (See Figure 6.)

You may use rather big (12 -18 p) and special fonts in titles, as long as you use the same style systematically throughout the whole report. You should leave space before and after titles in order to distinguish them from the text; for example, two empty lines before the title and one empty line after it makes the work look harmonious. The titles start at the left margin, at the same column as the text.

---

<sup>4</sup> Other fonts can also be used.

Page numbering starts from the table of contents page (page 1) and goes on until the end of reference and appendix pages (Description Pages are not numbered).

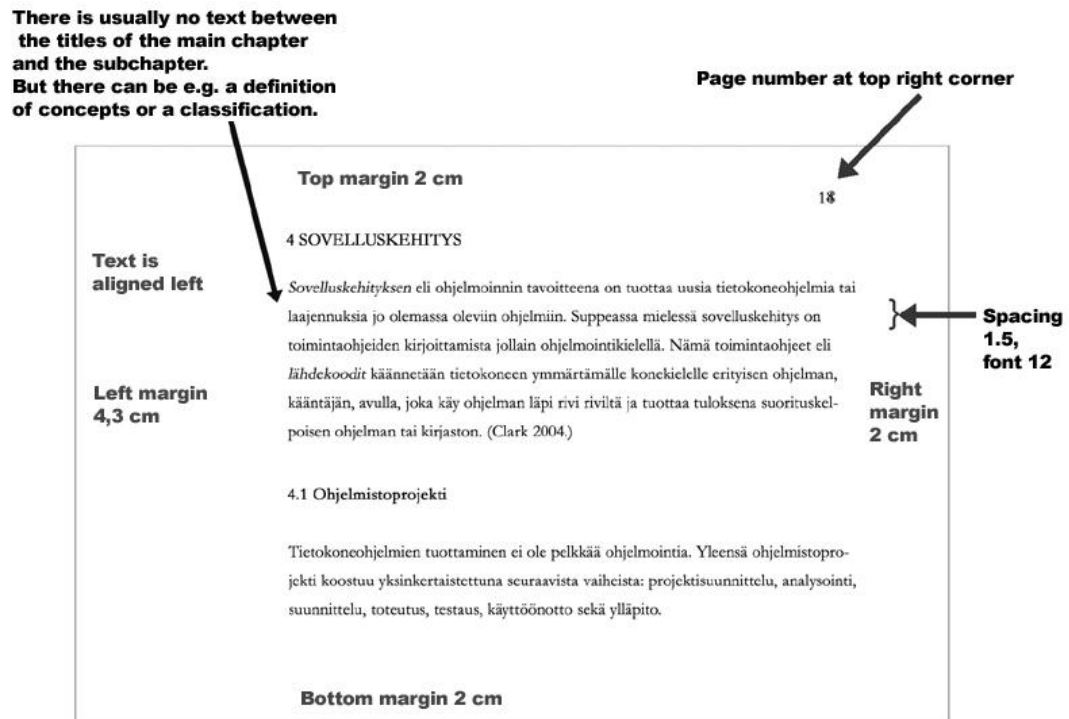


FIGURE 6. Layout of text pages. An example from the bachelor's thesis of Maasola (2005)

### Division into Paragraphs

The text is divided into paragraphs in order to organise the contents in logical parts and make it legible. Too long paragraphs, or the absence of division into paragraphs, make the text hard to read and difficult to understand. On the other hand, short consecutive paragraphs make the text restless and incoherent, and it is difficult for the reader to understand the connections between ideas and larger entities. The rule of the thumb is: one logical entity in one text paragraph. Paragraphs are aligned left: the first line of the paragraph starts at the margin, and paragraphs are separated with a blank line. Thus, the beginning of a paragraph is not indented.

### **Chapter Titles**

You can use clarifying chapter titles for small units of text on text pages (see e.g. this chapter). The chapter title is set in boldface, and the text starts on the next line.

Chapter titles do not get listed in the table of contents.

### **Accentuation**

You can accentuate text typographically when you want to emphasize something, for example, an important concept presented for the first time in the text. You can emphasize words by writing them in **boldface** or *italics*. Accentuation has to be systematic, but also well-thought-out and not too abundant, so that it does not lose its effectiveness.

### **Lists**

The parts of a list must be grammatically compatible. A list alone cannot form a paragraph in the text – it always has to be preceded by an introductory sentence. In the same way, a chapter should not begin directly with a list without an introductory sentence.

You can compile lists in different ways, using for example

- numbers
- letters or
- dashes.

After capital letters you use a full stop like in A., B., and after lower case letters a parenthesis like in a), b). When you use dashes, there is no comma at the end of an item in the list. However, after the last item of a list, there is a full stop to indicate the end of the list (see the above list).

### **Indenting**

A long direct quotation (of more than three lines) is indented one tab point from the left-hand margin. Line spacing in the indented text is 1, and it is written in *italics*.

Indented direct quotations are not included in quotation marks.

Equations and formulas, too, are indented and separated from the text by blank line. A short formula can also be presented in the text, separated from the text by extra spaces.

### Writing Technique

Before you start writing, you should make the correct page settings according to the instructions, and use the right writing technique already when writing (see Table 2). When the work is finished, the text must be polished: its style, spelling and marking technique must be checked.

TABLE 1. Basic writing technique rules

RULE	EXAMPLE
There is one space after <b>punctuation marks</b> , but none before.	
Insert a space between a number and a unit (but not before %)	12.5 kg, 5 mm 17% of the interviewees
There is a dash between two <b>extreme values</b> in printed text (like in 5–10). If there is no dash available, you can use a hyphen with spaces on both sides for the same purpose.	6–8-year-old children p. 9 - 11.
There is one space on both sides of <b>mathematical signs</b> .	1 km = 1,000 m But: €1 = about FIM6
<b>Parentheses</b> and <b>quotation marks</b> are placed without spaces. See examples.	(Aro 1998, 45.) "Design"
As a rule, <b>abbreviations</b> should not be used in reports and theses, except for certain very commonly used conventional abbreviations.	Conventional abbreviations: <i>cf.</i> = compare, <i>p.</i> = page, <i>pp.</i> = pages.

## REFERENCES

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- SFS 5342. 1992. Kirjallisuusviitteiden laatiminen. 2. p. Helsinki: Suomen Standardisoimisliitto SFS.

SFS 5831. 1998. Viittaaminen sähköisiin dokumentteihin tai niiden osiin. Helsinki:  
Suomen Standardisoimisliitto SFS.

## Appendix 1. Example of Description Page



JYVÄSKYLÄN AMMATTIKORKEAKOULU  
JAMK UNIVERSITY OF APPLIED SCIENCES

DESCRIPTION

Author(s) KOKKO, Henna OJAJÄRVI, Annariitta	Type of publication Bachelor's Thesis	Date 10.05.2010
	Pages 73	Language English
	Confidential ( ) Until	Permission for web publication ( X )
Title ORGANISING A MULTICULTURAL EVENT Case: Erasmus IP 2010: Innovative Approaches in Multicultural Tourism Education		
Degree Programme Degree Programme in Tourism, Degree Programme in Facility Management		
Tutor(s) TÖRN, Anne		
Assigned by Jyväskylä University of Applied Sciences (JAMK), Minna Junntila		
<p>Abstract</p> <p>The purpose of this thesis was to study what issues need to be taken into consideration when organising a multicultural event. Erasmus IP 2010 Intensive course, organised by the School of Business and Services Management of Jyväskylä University of Applied Sciences, was used as a case study. Erasmus IP 2010 was held in Jyväskylä and its neighbouring municipalities between 7<sup>th</sup> and 18<sup>th</sup> March 2010.</p> <p>Qualitative and quantitative research methods were used in the research. The qualitative methods included specialist interviews and observation conducted during the Erasmus IP 2010. The participants' opinions of organising the Erasmus IP was gathered with a Digium questionnaire. This questionnaire was directed to 48 students with 47 responses were received.</p> <p>The results showed the importance of cultural issues in organising a multicultural event. Ignoring the participants' cultural features might lead to misunderstandings and conflicts. On the other hand, overemphasising cultural differences might be equally disadvantageous. The questions related to cuisine and religion were seen as the most substantial factors. In addition, differing time concepts and ways of communication were considered to be challenging. Security issues and international skills of the staff members are emphasised in a multicultural event. For the event to succeed, a fluent information flow between the organiser and the participants is essential.</p> <p>This thesis was assigned by Jyväskylä University of Applied Sciences. In addition to the commissioner, companies planning or organising a multicultural event will benefit from the research results. This thesis is a general survey of organising a multicultural event. Therefore, it is applicable to organising different types of events.</p>		
Keywords: Erasmus Intensive Programme, event management, multiculturalism intercultural communication, cultural differences, time orientation, quantitative research, surveys questionnaires, qualitative research interview studies, observation		
Miscellaneous		

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