



## **Reference to sources**

## Table of contents

|                                                        |   |
|--------------------------------------------------------|---|
| Reference to sources .....                             | 3 |
| Scope of text reference .....                          | 4 |
| References when there are two authors.....             | 5 |
| Faculty or Degree programme specific instructions..... | 6 |
| Reference to sources with no natural author .....      | 6 |
| Reference to several sources .....                     | 7 |
| Reference to several publications of same author ..... | 7 |
| Reference to different pages of same source.....       | 7 |
| Secondary sources .....                                | 7 |
| Direct quotations.....                                 | 8 |

## Reference to sources

A thesis always includes sources in both text (referencing in text) as well as the list of references. The text reference directs the reader to the list of references, which contains more detailed information about the source. The relationship between the text reference and list of references is explained in more detail under [List of references](#).

Source references in the text include the author's family name, year and page if available. For some sources, it may not be possible to find a year or a page number to refer to. Sometimes the source may not even have an author, in which case the family name cannot be used. These types of materials include e.g. companies' own materials or many online sources. The publisher community's name or the title of the page is marked to the reference depending on which is more informative to the reader. A year cannot be found on all sources to demonstrate up-to-dateness of the text. The missing year is replaced with the abbreviation n.d. (no date) in the reference and list of references. Missing page numbers can be replaced with chapter numbers or percentages if for example an e-book indicates the progress in percentages. As regards audiobooks, the time of reference is marked into the reference.

A text reference is written for both a direct quotation and a quotation written in the author's own words. When referring to the source, it is important to make the difference between writer's own idea, summarizing and direct quotation explicit. A text reference does not carry over from one paragraph to another, but instead the reference must be written for each paragraph individually, even if it is repeated in several paragraphs.

Consecutive, unjustified references are not recommended in any work. In the following examples, the author's thoughts are separated from the summarised views by means of the reference technique. There is no need to mention the writer's own thoughts by mentioning them as opinions. The writer's own thoughts often combine ideas from different sources or compare or illustrate them. It can also be so-called metatext:

Garrison (2017) defends the original three-dimensional Col framework and states that the argument for adding the emotional presence as a separate element, would only increase the complexity of the framework as the emotional elements are already largely presented in the social presence which has influence on all aspects in the Col (Garrison, 2017, 31). What is agreed by all (Rienties & Rivers, 2012, Cleveland-Innes & Campbell, 2014 and Garrison, 2017), is that emotions do affect the online learning experience and further study is needed to better understand the influence of emotions.

Use of sources requires the ability to read scientific texts, in other words reading has to be critical and thinking and evaluate the presented arguments (Hurttä & Peltola, 1997, 43). It is

worth reserving a lot of time for reading literature before starting to write. The selected subject field should be mapped enough widely in order to have a general view on the theme. According to Hurtta and Peltola (1997, 43) the read is not adopted as such but the essential is searched from the text, and the read is proportioned to other sources and one's own thinking.

Criticism of sources is assessment of the information origin, reliability, viewpoint and usability in relation to the assignment. Source information always has to be set to a context for example by considering who has produced the information, for what purpose and where it has been published. Plagiarism is forbidden. It means copying of someone else's content as such and presenting it as one's own.

The essence of information can best be understood by reading related material widely. Sources must be quoted correctly. Information may not be taken out of context in such a way that a misleading image is given. Information may, for example, not be claimed certain or generally applicable if the original source does not do that.

## Scope of text reference

If the reference only applies to one sentence, the reference is marked into brackets inside the sentence before the full stop.

Example:

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

High-quality e-learning environment needs to be not only respectful and inclusive, but also intellectually challenging, and critical (Garrison 2017, 37).

When an author has paraphrased the source for more than one sentence, the reference is marked at the end of the sentence. The reference is placed in parenthesis and forms an independent entity which ends with a full stop inside the parenthesis.

Example:

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

The learners will reflect before responding to each other and this encourages thoughtful exchange of ideas that can be read and revised as more evidence and feedback is being received. This differentiates the written communication from verbal one, which is linear and ephemeral in nature. (Garrison 2016, 37–38.)

Example:

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

## Author-centred reference

The reference to a larger subject matter lists all parts of the text reference, author, year and page number, in parenthesis at the end of the referred part.

Author-centred reference manner emphasises the author's position as the owner of an idea. When using the author-centred reference manner and the source is given for the first time, the referred author's first name, title or status in the scientific community are also mentioned. This emphasises the author's expertise and significance in their field. When using the same author's sources for the following times, the first name or title or status are not mentioned again.

Author-centred reference manner only covers one sentence. When several sentences from the same author are referred to, the text reference must be added to the end of the reference. Note that the first text reference only includes the year. Page or pages are only added to the end of the whole reference.

One important reason to use author-centred references is to show the transition between the writer's own thoughts and the source reference.

In the author-centred referencing the writer can also convey tone, in which the original text was written and how the writer feels about it. The following examples are modified from a thesis:

Binet and Field (2019) **emphasize** that brands primarily grow through getting a larger market share.

Binet and Field (2019) **estimate** that brands primarily grow through getting a larger market share.

**According** to Binet and Field (2019), brands primarily grow through getting a larger market share.

## References when there are two authors

If there are two authors, both authors' names are always used in references. The &-sign is used between the authors in the text references, but when referring in the author centred manner, the and-word is used.

Example:

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

The Col framework has become a useful tool for studying online learning (Rienties & Rivers 2014, 4).

## Faculty or Degree programme specific instructions

If there are three or four authors, all the authors are only mentioned at the first reference time. The authors are listed in the same order as in the source.

When the same source is used in the text later, the reference can be shortened by writing only the first author's name. The rest of the authors are referred to as et al.

Example:

Phillips, McNaught and Kennedy (2012, 50) suggest that in the process of studying the effectiveness of e-learning initiatives, a mixture of evaluation and research needs to be involved. Like Khan (2004), also Phillips et al. (2012) state that evaluation activities are not one-time phases. These evaluation activities can be applied several times throughout the e-learning life cycle and with a different approach (Phillips et al. 2012, 50).

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

## Reference to sources with no natural author

When a work has no natural author, the name of the publication or publisher is given as author depending on which is more informative to the reader.

If the title is long (more than four words), the reference can consist of only two or three words from the beginning of the publication. The shortening is marked with three dots. In references in text, there is no full stop or comma between the title or the publisher and the year. In the text reference, a comma is only used between numerical expressions, such as a year and a page number.

Example:

Stop-motion, or stop frame animation, is a type of animation that uses physical objects in a scene the movement of which is captured by a photo camera, one frame at the time. The movement is created usually by human or by a mechanical system. (Dragonframe n.d.)

Examples of sources with no natural author can be found from [List of references](#). These types of sources may include e.g. online sources, newspaper articles, and laws and statutes.

## Reference to several sources

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

Example:

Agency has recently established itself as one of the key constructs in language education theories (Gao 2010; Huang & Benson 2013; Lantolf 2013).

## Reference to several publications of same author

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

Example:

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

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

Example:

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

## Reference to different pages of same source

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

## Secondary sources

In the works written at TAMK primary sources are to be used. However, secondary sources must be used sometimes if it is not possible to have the primary source. In this case, the secondary source, the one the writer read, is marked into the reference in text and list of references.

## Direct quotations

Direct quotations that are max 3 rows in length, are written exactly as in the original text and inside quotation marks. If the direct quotation is more than 3 rows in length, it is indented by one tabulation (=2,3 cm) and written with the spacing of 1. References must always be marked at the end of the quotation also when the paragraph continues with presentation of ideas from the same source after the direct quotation.

If using long direct quotations, the writer must always clarify or comment on them. The reader must be told why using a direct quotation is essential for the text. For more information about long direct quotations, see the page [Report layout, structure and appendices](#) (Direct quotations and citations to the materials).

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

Example:

According to Wright (2015, 23) the development phase “reflects the same outcomes as the resolution phase” as the aim is for the students to be able to apply the learnt into new situations through self-reflection and critical evaluation.

The author can also combine their views and a direct quotation in the same sentence.

Example:

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

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