

Writing a Thesis

A Guide for Scientific Reports

Ingrid Engdahl

Karin Sandqvist

Department of Child and Youth Studies
Report (2nd ed.)
Child and Youth Studies
2012



Stockholms
universitet

Writing a Thesis

A Guide for Scientific Reports

Ingrid Engdahl and Karin Sandqvist

Abstract

This guide is an introduction to one way to write scientific reports, the way we have been using and taught to our students in Teacher Education Programmes and Child and Youth Studies.

It includes how to structure the text, suggested content to go under each heading, some rules about quotes and references, cooperation with the advisor and with fellow students and, finally, guides for the thesis seminar, an agenda for the seminar and advice for the opponent(s) and respondent(s). The references follow the APA-manual.

Keywords

Academic writing, thesis, scientific reports, structure, references, opponent, APA-manual

Preface

Thanks to all our students for helping us in sorting out what can be a useful first guide to academic writing.

There are number of manuals on academic writing, we would like to recommend the classic *The elements of style* by William Strunk Jr. and E. B. White, in its recent third edition illustrated by Maira Kalman and, in Swedish, *Rapporter och uppsatser* by Jarl Backman and *Skrivhandledning* by Sven Hartman.

Likewise, there are different rules about how to refer to other researcher's work. In this guide, we follow the APA-manual (American Psychological Association), usually used for academic writing with in Pedagogy and Psychology in the U.S.

Stockholm in June 2012,
Good Luck!

Ingrid Engdahl and Karin Sandqvist

Preface	3
1. Writing a thesis	2
1.1. Supervisor, paper and peer reading.....	2
1.2. The structure.....	2
1.2.1 The first pages	2
1.2.2 Introduction.....	3
1.2.3 Aim and research questions	3
1.2.4 Literature review or Previous Research	3
1.2.5 Methods and Ethics.....	4
1.2.6 Results and Analysis	4
1.2.7 Discussions and/or Conclusions	4
1.2.8 References.....	5
1.2.9 Appendices	5
1.3. References and quotations	5
1.3.1 References, short version of the APA-manual	5
1.3.2 Quotations.....	6
1.3.3 Reference list.....	7
Book with one author	7
Book with more than one author	7
Book (anthology) with editor.....	7
Chapter or article in an anthology	7
Article in a scientific journal	8
Article retrieved from a data base on-line	8
Documents from a web page from an organisation or authority.....	8
Article in paper published on-line.....	8
1.4. Criteria for assessing a thesis	9
1.5. Requirements during the course.....	9
2. Thesis seminar	10
2.1 The role of the examiner/supervisor	10
2.2 The procedure at the seminar	10
2.3 The role of the opponents.....	12
2.4 Obtaining a copy for the seminars	12
2.5 Good luck.....	12

References..... 13

Appendix 1. Outline of the Paper 14

1. Writing a thesis

During your studies at the Department of Child and Youth Studies, you will be writing some reports, individually or in groups. You will be asked to hand in papers, reports and examination papers and in some courses to write academic and scientific texts. You will be writing reports on projects carried out during a course. Most of the times, you can suggest your own topic within the studied field, sometimes you will be the single author, other times you will work together with other students.

Writing a thesis for the Bachelor's or Master's degree is a major and interesting task. A scientific approach is necessary. This means that the students should be curious, open and creative in their choice of topic and study. In an academic report you search for new knowledge systematically and methodically. This includes critical examination, raising questions, reflecting and analysing. The results shall be organised and presented in a comprehensive pattern. Considerations of ethics, as well as of representativity and possible sources of misleading results shall be discussed.

1.1. Supervisor, paper and peer reading

When writing a report or a thesis, students will be given advice by lecturers at the department. The supervisors will be appointed by the course leader. Students can sometimes suggest supervisors.

Students start by writing a short paper on the topic, background, aim and methods for the study and literature, (1-3 pages). This paper should be read and discussed by peers before the discussion with the supervisor, and can also become useful when forming peer groups and for choosing co-writers. For further information, see appendix 1. A plan for meetings with the supervisor is set, e.g. to discuss the project before starting the empirical part, to discuss the results and analytical methods, and finally to discuss the next to final version, e.g. the one for the seminar.

Peer reading and discussions are important parts of the writing process and are recommended before each session with the supervisor.

The advising hours are limited. The first meetings will be with groups of students. It is important for both students and supervisors to be well prepared. Texts should be sent/handed/e-mailed to the supervisor in advance.

1.2. The structure

1.2.1 The first pages

The report should follow a certain structure, and be written in the Stockholm University template and graphic profile, see more information at <http://www.sub.su.se/publicera/mallar-och-visuell-identitet.aspx>. This section (1.2) suggests a structure for the different parts in a report.

The first pages shall include specific information. The front page design is important as it tells a lot about the document in hand. Please make sure to include the following information in the lower left corner:

Department of Child and Youth Studies
Paper/Report/Degree paper, x cr, First/Second cycle
Child and Youth Studies
Course title x cr
Spring/Autumn semester 20XX
Supervisor: NN
Examiner: NN

The next page contains an abstract with key words. The abstract should relate aim, methods and main results. A bottom line with key words is helpful for libraries and databases.

A preface of a more personal character telling about the choice of topic, thanking helpful friends and introducing the author can be added.

Then there is an important page, the Content. All headings and corresponding page numbers should be included. The page numbers should be positioned so the report can be copied on both sides of the paper, e.g. in the middle of the page, top or bottom. References and Appendices are not chapters, and do not carry a chapter number.

1.2.2 Introduction

Here, the chosen topic or theme is clearly introduced and motivated and placed within a general context. It should be relevant to the aims of the course, and, if you are a teacher student, also to the teaching profession. Also, the theoretical perspective can be shortly introduced. A short orientation about the structure of the thesis can be given here.

1.2.3 Aim and research questions

The overall aim is presented. The aim and corresponding hypothesis or research questions must initially be clearly described. Here, it is sometimes useful to clarify and to define important concepts used in the work as well as limitations for the study. Sometimes, it is more logical to place the aim of the study after the literature review, in this example after 1.2.4.

1.2.4 Literature review or Previous Research

Students shall search for previous studies, national and international, within the studied field. Through the Stockholm University Library, students have access to multiple data bases, scientific journals and literature, both electronically and in paper. Relevant literature shall be described as well as how the search has been carried out. The chosen literature shall deepen the topic and give different perspectives on the studied issue/problem. Concepts and specific terms should be defined. The views of the thesis author should be clearly distinguished from the contents of the referred literature. This section shall pertain to and have relevance for the aims of the study. References and quotations shall follow the system appointed in the Study guide for the course, see section 1.3 and References.

(Theoretical Perspectives)

The theoretical perspective(s) can be specified within this section or you can choose to have a separate section Theoretical perspectives, positioned after Literature review.

1.2.5 Methods and Ethics

The design of the study and the procedure shall be approved by the supervisor before any data collection. The type of study, whether it is an empirical study, a study of literature or a comparative study, should be described and related to theory, with references to methodology. You shall explain how you have carried out your study step by step. Methodological considerations concerning ethics, observation methods, interview questions, selection, sample and proceedings are to be presented in detail. It is sometimes useful to put some of the information in appendices, e.g. a letter to the informants.

Ethical considerations on anonymity, consent and information to the involved persons shall be discussed. This is of utter importance if you involve children in your project/study, and especially for studies with a child oriented perspective.

This part of the report should answer questions like: How did you collect data and information? How did you find the persons involved in your study? What considerations did you have when planning the observations or creating the questions for the interviews/the observation formulas/the questionnaire?

When the data collection is finished, your work with transcriptions, interpretations and analysis start. In this section, you shall be specific in how this is done, e.g. if you follow a certain tool, system or programme, telling about the process from data to results.

A section on trustfulness, or validity and reliability, of the study can finish this part of the text. Considerations of ethics, as well as of representativity and possible sources of misleading results, shall be discussed.

1.2.6 Results (or Findings) and Analysis

The results or findings shall be presented in a straight forward way, following a described structure of categories or themes found or the questions used, including quotes, tables, diagrams, figures etc. If necessary, detailed data or transcriptions of interviews can be added in an appendix. You shall discuss your results in relation to the theoretical concepts and previous research, but not yet give your own comments to the results.

Sometimes, it is useful to put this discussion under a separate heading *Analysis*, e.g. when the analysis is closely linked to theoretical perspectives.

1.2.7 Discussions and/or Conclusions

This final chapter shows the results in relation to the aims of your study, the referred literature and a context. Try to answer your research questions or comment on your hypothesis. Conclusions shall be verified by the results. Considerations on ethics and methodology, as well as on the meaning of the results in a wider context, should be discussed. In this chapter, you can make your own standpoints clear and also comment on your results and conclusions. What contributions can your study give to the studied field?

Finally, you can write about the consequences of the study and if there are any areas to point out for future research.

1.2.8 References

A list of all the sources for references and quotes shall be added. References shall follow the APA-manual, see also section 1.3 below.

1.2.9 Appendices

Detailed information, letters to informants, questionnaires and tables are best put as appendices. Enumerate each Appendix, App 1, App 2 etc; give each a title and also their own side numbers, starting each Appendix on page 1.

1.3. References and quotations

1.3.1 References, short version of the APA-manual

The APA- manual (American Psychological Association) is a guideline for scientific writing in psychology, but it is often used in other social sciences disciplines as well. The APA system for references does not make separate listing of different kinds of sources, but of course, you can tell in the text if you refer to a book, a journal or a paper et cetera.

In historic and literary research, it is common to distinguish between Literature and Sources, in which Literature is other scholarly work, and Sources (källor) are things like private letters, deeds or other written material that throw light or provide facts on your topic. It is not common to make this distinction in psychology or social sciences, but it is applicable in some educational research, perhaps under separate headings e.g. Literature, Videos, Interviewees.

In the reference list following APA, each reference follows:

Author, Last name, Initials. (Year). *Title in italics*. City of Publisher: Name of Publisher.

Details about the reference list are described in section 1.3.3.

In the text, the references are written in one of the following ways:

- a) Andersson (1994) has described the Swedish family support system as being one of ...
- b) The Swedish family support system is one of ... (Andersson, 1994).
- c) The Swedish family support system can, according to Andersson (1994), be described as one of

Two authors are referred to like this:

- a) Doverborg and Pramling (1996) point out that children and teachers are both active agents in children's learning and development which lead to a methodology based on the children's experiences.
- b) Children and teachers are both active agents in children's learning and development which lead to a methodology based on the children's experiences (Doverborg & Pramling, 1996).

You shall strive for **primary sources**, meaning the original text, for instance read Piaget in a book by Piaget, not only as he is described by others. However, sometimes you want to use a **secondary source** and could refer in this way:

These experiments were interpreted by Piaget to show that children think differently than adults (Piaget in Crain, 1992). In your reference list, you include Crain's book.

For references to scientific journals, you refer in the usual way in the text by stating author, year and, when relevant, page. In the reference list you, the standard reference model is:

Author's Last name, Initials. (Year). Title of article. *Title of Journal in Italics*, Volume(Nr), XX-YY.

If you find **sources on the internet**, you refer in the usual way in the text by stating author, year and, when relevant, page. How to write in the reference list, see section 1.3.3.

The use of footnotes is more common today, but within APA footnotes are only used for additional information, not for references. Thus, we recommend footnotes for specific information, e.g. the translation or definition of a word, or for additional information that takes the reader a bit further or beyond the topic in question.

Oral references to lectures and interviews are not recommended. The reason for this is that they cannot be confirmed. If you want to refer to a lecturer or an interviewee, they should be named in the text as Initial. Last name (lecture/interview, month day, year). They shall not be included in the list of references.

1.3.2 Quotations

Quotations can be used when you have found something fundamental or something that cannot be described in a better way. The use of long quoted paragraphs is not recommended. Try to describe the important knowledge in your own words and just refer to the book as shown above.

If you choose to quote, you must quote exactly as the author has written, even if you think there are linguistic errors in the text. When you quote a whole paragraph, more than 40 words, the quote shall be distinguished from other text by **smaller letters, broader margin and the author, year and page noted:**

I consider this magazine a very important instrument for the communication of unity, knowledge, and ideology. It had, together with very well-attended both Swedish and Nordic meetings, a great influence on the modelling of the new profession.

(Tallberg-Broman, 1991, p. 261)

You can also choose to quote one sentence or part of a sentence in this way:

Going through the history of the Swedish pre-school teachers, it is apparent that the reason for the new profession was due to 'the new circumstances, work and the home/household were separated' (Tallberg-Broman, 1991, p.257).

If you refer to a certain section in a book, you can choose between the following ways as an indicator for the reader:

Tallberg-Broman (1991, chapter 7) or
(Tallberg-Broman, 1991, p. 261) or
(Tallberg-Broman, 1991, pp. 261-263) or
(Tallberg-Broman, 1991, chapter 7).

1.3.3 Reference list

All sources in the text shall be shown in the reference list. (Certain oral sources are rare exceptions). For a complete guide we refer you to *Publication manual for American Psychological Association* (6 uppl.), (American Psychological Association, 2010) and their web page <http://www.apastyle.org>.

All authors shall be presented in alphabetical order according to their last (family) names. If an author is represented more than once, the oldest text comes first. If the texts are published the same year, they are distinguished by adding a, b, c ... after the year in each reference (2012a, 2012b, 2012c ...).

The list of references is written with smaller text (10 pt) and with lines 2 and 3 with a broader margin. Here follow specific descriptions and examples of the APA-manual:

Book with one author

Last name, Initial/Initials. (Year). *Title in italics: Subtitle* (x ed.). City of Publisher: Name of Publisher.

Clark, A. (2010). *Transforming children's spaces: Children's and adults' participation in designing learning environments*. Abingdon, Oxon: Routledge.

National Agency for Education. (2010). *Curriculum for pre-school: Lpfö98* (Läroplan för förskolan: Lpfö98). Stockholm: Fritzes.

Please note: capital letters are only used in the first word in the book title and subtitle. Abbreviations in the publisher's name are not included.

Degree papers are identified by (Doctoral thesis), (Master's thesis) and so on after the title. Numbers in series are also added after the title:

Johansson, E. (1999). *Etik i små barns värld: Om värden och normer bland de yngsta barnen i förskolan* (Ethics in the world of small children: About values and norms among the youngest children in preschool) (Doktorsavhandling, Göteborg Studies in Educational Sciences 141). Göteborg: Acta Universitatis Gothoburgensis.

Book with more than one author

Last name, A., Last name, B. B., & Last name, C. (Year). *Title in italics: Subtitle* (x ed.). City of Publisher: Name of Publisher.

Sommer, D., Pramling-Samuelsson, I., & Hundeide, K. (2010). *Child perspectives and children's perspectives in theory and practice*. Dordrecht; Heidelberg; London; New York: Springer.

Book (anthology) with editor

Editors Last name, A. A. Redaktörens efternamn, A. A. (Ed.). (Year). *Title in italics: Subtitle* (x ed.). City of Publisher: Name of Publisher.

Engdahl, I. (Ed.). (1990). *Barnet saken kallet*. Lund: Studentlitteratur.

Chapter or article in an anthology

Author's Last name, Initial/Initials. (Year). Title in normal font. In Editors' Initial/Initials. Last name (Ed.), *Title of anthology in italics: Subtitle* (pp. XX-YY). City of Publisher: Name of Publisher.

Penn, H. (2009). International perspectives on participatory learning: Young children's perspectives among rich and poor countries. In D. Berthelsen, J. Brownlee, & E. Johansson (Eds.), *Participatory learning in the early years: Research and pedagogy* (pp. 12–25). Abingdon Oxon, New York: Routledge.

Article in a scientific journal

Last name, A. (Year). Title of article in normal font. *Title of Journal in Italics*, Vol(Nr), XX-YY.

Elliott, S., & Davis, J. (2009). Exploring the resistance: An Australian perspective on educating for sustainability in early childhood. *International Journal of Early Childhood*, 41(2), 65–78.

Marton, F. (1981). Phenomenography: Describing conceptions of the world around us. *Instructional Science*, 10, 177-200.

Please note: In Journal titles (e.g. the name of the journal), capital letters are used for the title, in the beginning of most words. Only year, not month and day, shall be given. When referring to the pages, for articles you do not write p or pp, Vol. or Nr, only the relevant numbers. If the journal uses continued page numbers all through the editing year, you do not give the number of the issue, only volume and pages.

Article retrieved from a data base on-line

With Digital Object Identifier number (DOI number)

Last name, A. A. (Year). Title of article in normal font. *Title of Journal in Italics*, Vol(Nr), XX-YY.
doi:the number

Engdahl, I. (2012). Doing friendship during the second year of life in a Swedish preschool. *European Early Childhood Education Research Journal*, 20(1), 83-98. doi:10.1080/1350293X.2012.650013

Without DOI number.

Last name, A. A. (Year). Title of article in normal font. *Title of Journal in Italics*, Vol(Nr), XX-YY.
Retrieved from URL for the Journal's web page.

Cobb-Moore, C., Danby, S., & Farrell, A. (2009). Young children as rule makers. *Journal of Pragmatics*, 41, 1477-1492. Retrieved from <http://www.journals.elsevier.com/journal-of-pragmatics>

Please note! The date shall not be given.

Documents from a web page from an organisation or authority

Authority/Organisation. (Year, or date for publication if it is given). *Title of document in italics*. Retrieved month day, year, from URL address

Swedish Research Council. (2002). *Forskningsetiska principer inom humanistisk-samhällsvetenskaplig forskning* (Ethical principles in research within the humanities and social sciences). Retrieved May 2, 2012, from <http://www.codex.vr.se/texts/HSFR.pdf>

Author's Last name, Initial/Initials. (Year, or date for publication if it is given). *Title of document in italics*. Retrieved month day, year, from Name of web page: URL address

Makamohelo, N. (June 5, 2012). *Learning for change workshop*. Retrieved August 14, 2012, from the SWEDSD web page: <http://www.swedesd.se>

Article in a newspaper published on-line

Author's Last name, A. A. (Year, month day). Title of article in normal font. *Title of Paper in Italics*. Retrieved from URL address of the paper.

Jha, A. (2012, August 14). Study casts doubt on human-Neanderthal interbreeding theory. *The Guardian*. Retrieved from <http://www.guardian.co.uk>

1.4. Criteria for assessing a thesis

Papers, reports and degree papers are assessed in relation to certain criteria. These criteria are linked to the Learning outcomes for the course and will thus vary somewhat between courses. The criteria are included in the Study guide or will be handed out to you and discussed with your course leader and supervisor.

1.5. Requirements during the course

The syllabus shows how many points your paper/report/thesis credit. There is no general rule about how many pages you shall write, for a Project Report, 15-30 pages and for a Thesis 25-40 pages could be our recommendation.

The seminar version of your thesis shall be accepted by your supervisor and be sent to the opponents approximately one week before the seminar. After the seminar, necessary changes are being made by the author(s). One copy of the final edition should be handed in and also e-mailed to the course leader. It is this final paper that will be examined and assessed.

But, to finish the course, you also have to fulfil some other obligations. You shall be a peer reader and discussant during the writing process to other students, you shall participate in the other students' seminars for their presentations and you shall serve as an opponent once or twice at a seminar.

When you partake in a seminar, you should obtain a copy of the work presented and prepare questions about the content and the structure. The seminar is a meeting place for discussion and learning, so all present should read the paper and prepare some questions for the general discussion.

2. Thesis seminar

The system we maintain at the Department of Child and Youth Studies for thesis seminars is modelled upon the Swedish “disputation” for a doctoral thesis. This way of discussing an academic text in public has medieval roots. Other countries have variations on a similar theme, although quite a few have diverted from the practice of making it a public occasion.

The word seminar is built on the Latin word stem for the Swedish “seed”. Thus, it is a sort of intellectual nursery where seeds of thought are spread, hundreds of flowers flower, and where you train and retrain the flowers of your thoughts. (Hartman, 1990, p.115, own translation)

The seminars are open, thus, you may invite students, colleagues, lecturers and friends to your seminar.

2.1 The role of the examiner/supervisor

The examiner, or the supervisor, is responsible to serve as a chairperson of the seminar. The chairperson does not normally take an active part in the discussion during the opposition, but leads the proceedings and takes notes of criticism and praise.

After the seminar, the examiner, supervisor and the author(s) discuss what changes are to be made in the text.

2.2 The procedure at the seminar

The chairperson welcomes everybody followed by introductions. A short presentation of the procedure is done.

First, the respondent (i.e. the author(s) of the work under discussion) is given a chance to correct mistakes in the work that has been discovered after sending it out. If there are important mistakes which will change the meaning, like a missing “not” in the text, or labels in diagrams which are wrong, the respondent should make such corrections at this time. Smaller mistakes, typos and spelling, the respondent can acknowledge more generally; ‘There are some other smaller mistakes, but I will leave those without comment’. The respondent can make a list of mistakes and hand it over as help to the respondent.

Next, it is time for the opponents. If you serve as an opponent, you should start by making a short review or summary of the whole study. Make your own summary – do not rely on the abstract the author made. Tell more about what the author did, than about the contents of the literature review and the overall results. The summary gives the audience an orientation of the work. Overheads of the outline or structure might be particularly helpful. This short presentation of the paper should be in a neutral tone – it should not be readily apparent what you think is good or not so good.

The summary should take about 10 minutes, no more! A common mistake is to make it too short. The purpose of this part is to show the respondent that the opponents have understood his/her work.

Criticism from a person who 'just doesn't get it' can not be taken very seriously. The opponents end this part by asking: 'Do you accept this account of your work as an adequate representation of its contents?' The respondent might well have some minor additions or corrections, but will generally accept the summary.

Then, the main part of the seminar starts. The opponents are free to give their opinions about different aspects about the work. Generally, there should be both praise and criticism, taking into consideration individual differences and different cultural norms on expressing criticism and praise. Mostly there should be an informed and competent analysis of the thesis as a research endeavour, with its strengths and weaknesses. If you have very serious criticism, you should tell the supervisor and perhaps the respondent ahead of time. You should not let the seminar be the occasion for a total disparagement of the work.

Important things to look at and, to ask questions about are:

- Is the aim clearly expressed?
- Is the review of the literature relevant for the research questions?
- Do you get a clear picture of the design of the study, and do the methods use suit the problem?
- Do the results answer the research questions?
- Are the conclusions drawn on the results relevant, the only possible conclusions, or could there be other interpretations?
- Do the different parts of the paper follow in a logical structure?
- What is the value of the work?
- What is the new knowledge it has provided?

Let the respondent answer your questions and objections. Of course, if there are things which you do not understand in the paper, you should ask for clarifications. If you run out of things to ask, you can always ask what the respondent found most interesting, would like to have done differently, or how she/he wants to continue researching the subject. And, of course, what can you suggest concerning new ideas, literature etc.?

Furthermore, some comments should be made about the formal aspects of writing in an academic context; if the title is appropriate, if important concepts are defined clearly, the general style, spelling, punctuation, or the manner of doing references.

At this point, ideally about 30 minutes have passed, (not more than 40!). The chairperson opens or questions from the other participants. Usually, this is a free discussion, and, with a well prepared audience, often, it turns out very interesting. There will also follow some comments from the chairperson, examiner and supervisor - and some applause from the participants.

Finally, after the seminar, the supervisor and the authors shortly evaluate the seminar and discuss whether there are causes to change or add anything to the thesis. One copy of the final edition of the thesis shall be handed in and also e-mailed to the course leader.

After the seminar, the chairperson gives a short evaluation to the opponents of their part in the seminar.

2.3 The role of the opponents

Students, who act as opponents, play a very important part during the seminars. Although the authors have done their very best, it is satisfying when others show that your work is interesting, important or maybe thought provoking. Get to work immediately. You will probably have to read the study several times.

Serving as an opponent is an important responsibility and it is not easy to do it well. As most of you will be beginners in this task, we feel it preferable that you share the responsibility with another student. Thus, there will be two students per thesis/report. Agree on some principles and divide the tasks between you.

The main task of the opponents is not to find faults with the work. It is:

- to present the thesis/report after a critical reading,
- to give an idea of how others perceive the work,
- to contribute with new ideas and perspectives and
- to stimulate reflection and discussion in the larger group at the seminar.

Prepare well for the oral presentation. How can the presentation contribute to learning? You shall plan for a friendly atmosphere, balancing praise and criticism. Strive to give and ask for information, and do not try 'to get them'! A good climate for discussion is created when nobody feels attacked.

2.4 Obtaining a copy for the seminars

Students are responsible for sending copies of the seminar edition to the supervisor, examiner and to the opponents. The text could also be distributed as an attachment to a mail, or, be put on an internet based communication platform for all students to read and prepare.

2.5 Good luck

This guide serves to introduce the task of writing reports in an accepted format. Although, there are different ways of writing, not every one of them are scientifically adequate. We have tried to describe the system recommended at our department at Stockholm University.

It is not easy to write a report or a thesis; which has been stated by many. We conclude with some words, ascribed to Winston Churchill:

“I hate writing. I love having written.”

References

- Andersson, B-E. (1994). Public Policies and Early Childhood Education. *European Early Childhood Education Research Journal*. Vol.2, No. 2, p. 19-32.
- APA. (2010). *Publication manual for American Psychological Association* (6th ed.). Retrieved from <http://www.apastyle.org>
- Backman, J. (2008). *Rapporter och uppsatser*. 2. uppl. Lund: Studentlitteratur.
- Clark, A. (2010). *Transforming children's spaces: Children's and adults' participation in designing learning environments*. Abingdon, Oxon: Routledge.
- Cobb-Moore, C., Danby, S., & Farrell, A. (2009). Young children as rule makers. *Journal of Pragmatics*, 41, 1477-1492. Retrieved from <http://www.journals.elsevier.com/journal-of-pragmatics>
- Doverborg, E. & Pramling, I. (1996). *Learning and development in early childhood education*. Stockholm: Liber.
- Elliott, S., & Davis, J. (2009). Exploring the resistance: An Australian perspective on educating for sustainability in early childhood. *International Journal of Early Childhood*, 41(2), 65–78.
- Engdahl, I. (Ed.). (1990). *Barnet saken kallet*. Lund: Studentlitteratur.
- Engdahl, I. (2012). Doing friendship during the second year of life in a Swedish preschool. *European Early Childhood Education Research Journal*, 20(1), 83-98. doi:10.1080/1350293X.2012.650013
- Hartman, S. G. (2003). *Skrivhandledning för examensarbeten och rapporter*. Stockholm: Natur och kultur.
- Jha, A. (2012, August 14). Study casts doubt on human-Neanderthal interbreeding theory. *The Guardian*. Retrieved from <http://www.guardian.co.uk>
- Johansson, E. (1999). *Etik i små barns värld: Om värden och normer bland de yngsta barnen i förskolan* (Ethics in the world of small children: About values and norms among the youngest children in preschool) (Doktorsavhandling, Göteborg Studies in Educational Sciences 141). Göteborg: Acta Universitatis Gothoburgensis.
- Makamohelo, N. (June 5, 2012). *Learning for change workshop*. Retrieved August 14, 2012, from the SWEDSD web page: <http://www.swedesd.se>
- Marton, F. (1981). Phenomenography: Describing conceptions of the world around us. *Instructional Science*, 10, 177-200.
- National Agency for Education. (2010). *Curriculum for pre-school: Lpfö98* (Läroplan för förskolan: Lpfö98). Stockholm: Fritzes.
- Penn, H. (2009). International perspectives on participatory learning: Young children's perspectives among rich and poor countries. In D. Berthelsen, J. Brownlee, & E. Johansson (Eds.), *Participatory learning in the early years: Research and pedagogy* (pp. 12–25). Abingdon Oxon, New York: Routledge.
- Sommer, D., Pramling-Samuelsson, I., & Hundeide, K. (2010). *Child perspectives and children's perspectives in theory and practice*. Dordrecht; Heidelberg; London; New York: Springer.
- Strunk, W. Jr., & White, E. B. (2005). *The Elements of Style*. New York: Penguin.
- Swedish Research Council. (2002). *Forskningsetiska principer inom humanistisk-samhällsvetenskaplig forskning* (Ethical principles in research within the humanities and social sciences). Retrieved May 2, 2012, from <http://www.codex.vr.se/texts/HSFR.pdf>
- Tallberg-Broman, I. (1993). *When work was its own reward: A Swedish study from the perspective of women's history, of the kindergarten teacher as public educator* (Summary of doctoral thesis). Malmö: Malmö School of Education, Dept. of Educational and Psychological Research, University of Lund.

Appendix 1. Outline of the Paper

Name(s), address, phone, e-mail address:

Topic and preliminary title:

Background (why is this topic interesting?)

Aim, Research questions (what do I want to find out?)

Literature: (what literature from the course can be useful? what data bases and journals will you search for previous research?)

Data collection, method and procedure: (What will I *do* to find answers? Interviews? Observations? "Tests"? How many persons? What sort of persons? Where? Ethical issues)

Questions I have at this stage?

I have already written a degree paper in _____ (Subject)

At _____ University.