

Academic Writing at Finnish Universities

Bridget Palmer

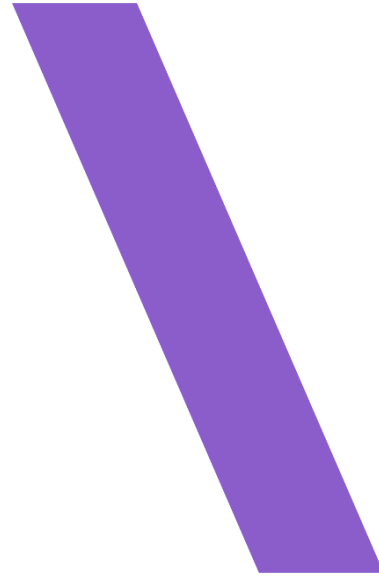
Centre for Language and Communication Studies

International Student Orientation – Fall 2025



**UNIVERSITY
OF TURKU**

Where are you from?



What will I show you during this lecture?

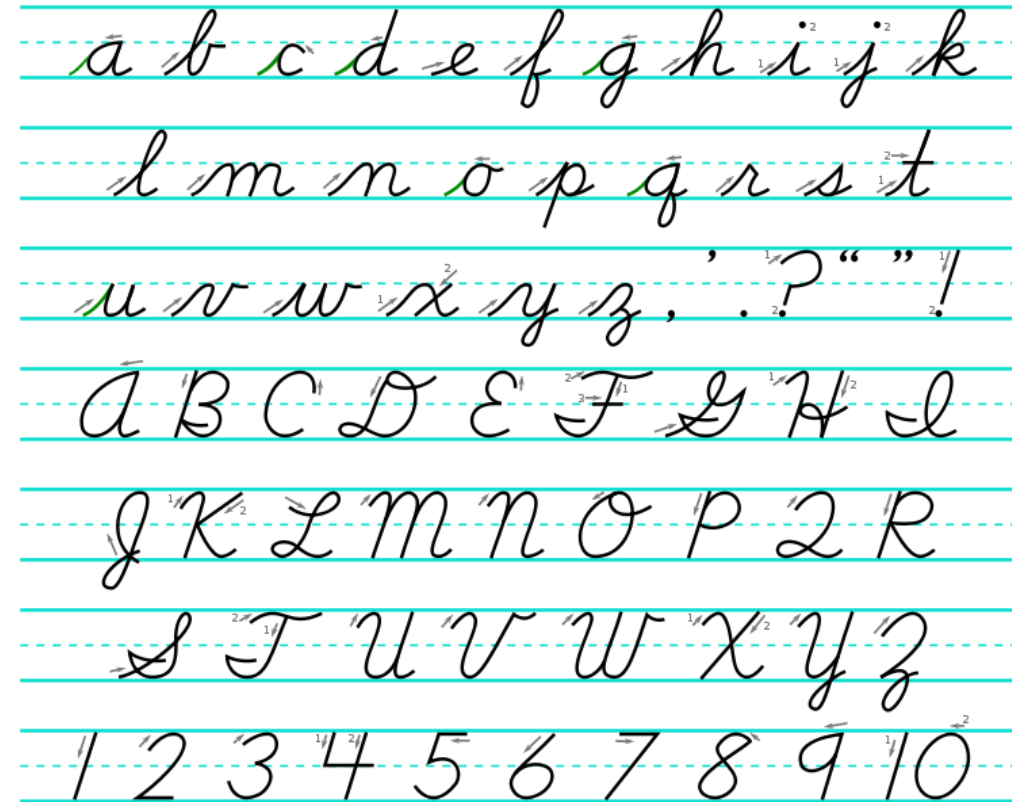
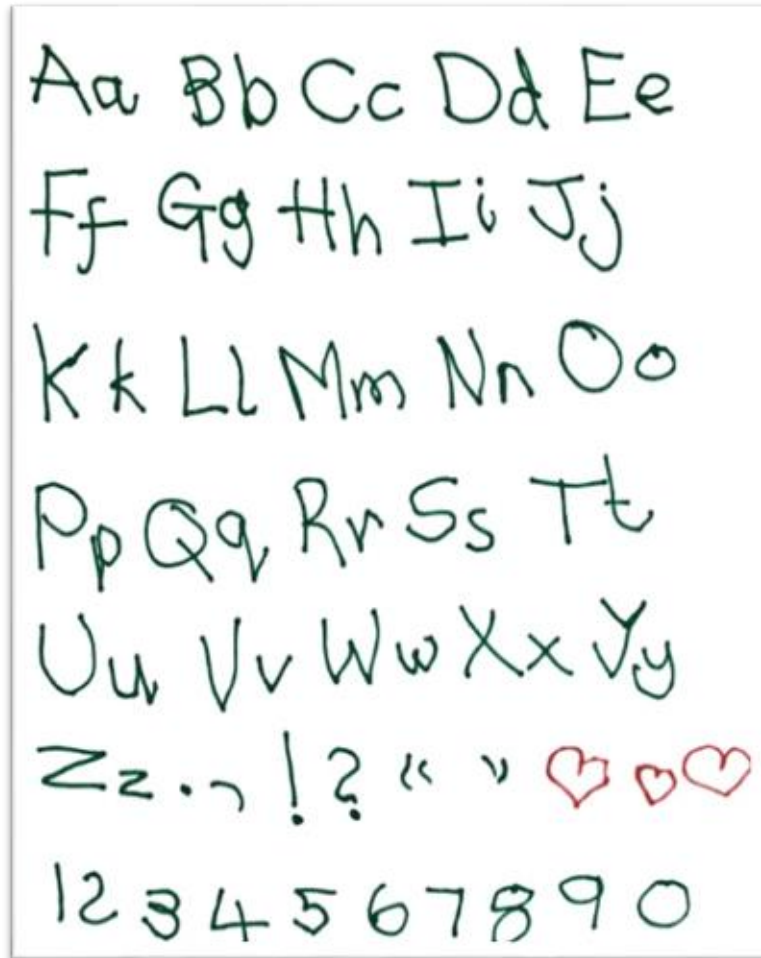
Intro to academic writing

Academic writing and culture

Plagiarism and Turnitin

Using AI tools

What is academic English?



**There are no native speakers
of Academic English**

What is academic writing?

Academic writing is:

complex & formal

objective

supported

precise & accurate

hedged

The features of academic language (Gillett, 2011)

Academic English
should be ...

complex & formal

There are loads of scientists
who bang on about global
warming.

Scientists around the world
have voiced their concerns
about global warming.

The features of academic language (Gillett, 2011)

Academic English
should be ...

complex & formal

I think global warming is
happening.

Significant evidence suggests
global warming is occurring.

The features of academic language (Gillett, 2011)

Academic English
should be ...

complex & formal

objective

Human activity has a negative
impact on the environment.

Human activity has a negative
impact on the environment
(Berlund, 2003; Goudie, 2018).

The features of academic language (Gillett, 2011)

Academic English
should be ...

complex & formal

objective

supported

It's hotter now than it used to be.

According to Statista (2019), the average temperature in the UK in July has risen by 3°C since 2015.

The features of academic language (Gillett, 2011)

Academic English
should be ...

complex & formal

objective

supported

precise & accurate

People are absolutely
responsible for climate change.

Ample evidence suggests that
people are responsible for climate
change (Goudie, 2018).

**What do you
need to
consider
when writing
an academic
text?**

purpose

audience

cultural
conventions

field
conventions

your own
voice

Ask yourself:

**What is academic in
your field or your work?**

**Use of 1st-
person
pronouns
(I/we)?**

**Citation style
(MLA,
Harvard, etc.)?**

**Use of outside
sources?**

**Find an example of
good academic writing
in your field, and ask:**

What makes it good?

Academic Writing and Culture

Does culture have an impact on academic writing?



Source: Edward T. Hall (1976), *Iceberg Theory of Culture*

Mauranen, A. (1992). Reference in Academic Rhetoric: A Contrastive Study of Finnish and English Writing.

Are Finnish and English academic texts different?

Finnish	English
General Rhetorical Structure	
Information Placement	
Text and Meta-text	

Are Finnish and English academic texts different?

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implicit	explicit
Information Placement	
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implicit	explicit
Information Placement	
starts from a distance and makes its way to the main point toward the end	starts with important points and repeats them throughout
Text and Meta-text	

Are Finnish and English academic texts different?

Finnish	English
General Rhetorical Structure	
implicit	explicit
Information Placement	
starts from a distance and makes its way to the main point toward the end	starts with important points and repeats them throughout
Text and Meta-text	
less text about text	more text about text

(a non-American perspective)

“German texts, by virtue of their digressiveness, are versatile and multi-faceted, whereas Anglo-Saxon writing is repetitive and colourless. Equally, German text structure might be likened metaphorically to that of a ‘staircase’ or ‘spiral’ leading the writer through even more complex stages of reasoning to the conclusion. Viewed from this perspective, English academic style will appear like a walk over a perfectly flat country with no attempt to venture into mountainous territory.”

Siepmann, Dirk. “Academic Writing and Culture: An Overview of Differences Between English, French, and German.” *Meta*, vol. 51, No. 1, 2006, pp. 131-150.
www.erudit.org/revue/meta/2006/v51/n1/012998ar.pdf.

Plagiarism

based on slides from Maarit Koponen

“In some fields, young scholars may imitate the often out-dated style of their professors or of journal articles published many years ago. Nowadays, style is evolving, because of widening democracy and internationalization, and also increased printing costs.”

Carolyn Brimley Norris (2016). *Academic Writing in English*. Language Services, University of Helsinki. p. 3

“In some fields, young scholars may imitate the often out-dated style of their professors or of journal articles published many years ago. Nowadays, style is evolving, because of widening democracy and internationalization, and also increased printing costs.” (Norris 2016, p. 3)



“In some fields, young scholars may imitate the often out-dated style of their professors or of journal articles published many years ago. Nowadays, style is evolving, because of widening democracy and internationalization, and also increased printing costs.” (Norris 2016, p. 3)



In some fields, young scholars may imitate the often out-dated style of their professors or of journal articles published many years ago. Nowadays, style is evolving, because of widening democracy and internationalization, and also increased printing costs.



Clear plagiarism

No quotation marks to indicate direct quote

In some fields, young scholars may imitate the often out-dated style of their professors or of journal articles published many years ago. Nowadays, style is evolving, because of widening democracy and internationalization, and also increased printing costs.

Copied word-for-word, source not indicated



~~In some fields,~~ Young writers sometimes imitate the often old-fashioned style of their professors or of ~~journal~~ articles published many years ago. Nowadays, style is changing, because of widening democracy and internationalization, and also increasing printing costs.



Still plagiarism

No quotation marks
to indicate
borrowed parts

~~In some fields,~~ Young writers sometimes imitate
the often old-fashioned style of their professors or
of ~~journal~~ articles published many years ago.
Nowadays, style is changing, because of widening
democracy and internationalization, and also
increasing printing costs.

Copied almost word-for-word,
source not indicated



According to Norris (2016), young writers sometimes imitate the often old-fashioned style of their professors or of articles published many years ago. Nowadays, style is changing, because of widening democracy and internationalization, and also increasinging printing costs.



Deceptive paraphrase

Source indicated

According to Norris (2016), young writers sometimes imitate the often old-fashioned style of their professors or of articles published many years ago. Nowadays, style is changing, because of widening democracy and internationalization, and also increasing printing costs.

Copied almost word-for-word,
lack of quotation marks falsely
presents Norris' wording as
the author's own.



In her recent guide on academic writing, Norris (2016) advises against imitating the style of older journal articles, for example, because academic style is changing. She argues the changes are caused by "widening democracy and internationalization" as well as printing costs (p. 3).



Paraphrase with citations

In her recent guide on academic writing, Norris (2016) advises against imitating the style of older journal articles, for example, because academic style is changing. She argues the changes are caused by "widening democracy and internationalization" as well as printing costs (p. 3).

Passage has been
paraphrased and source is
provided; direct quotes used
when needed.



**How do we detect
plagiarism at UTU?**

Turnitin (via Moodle)

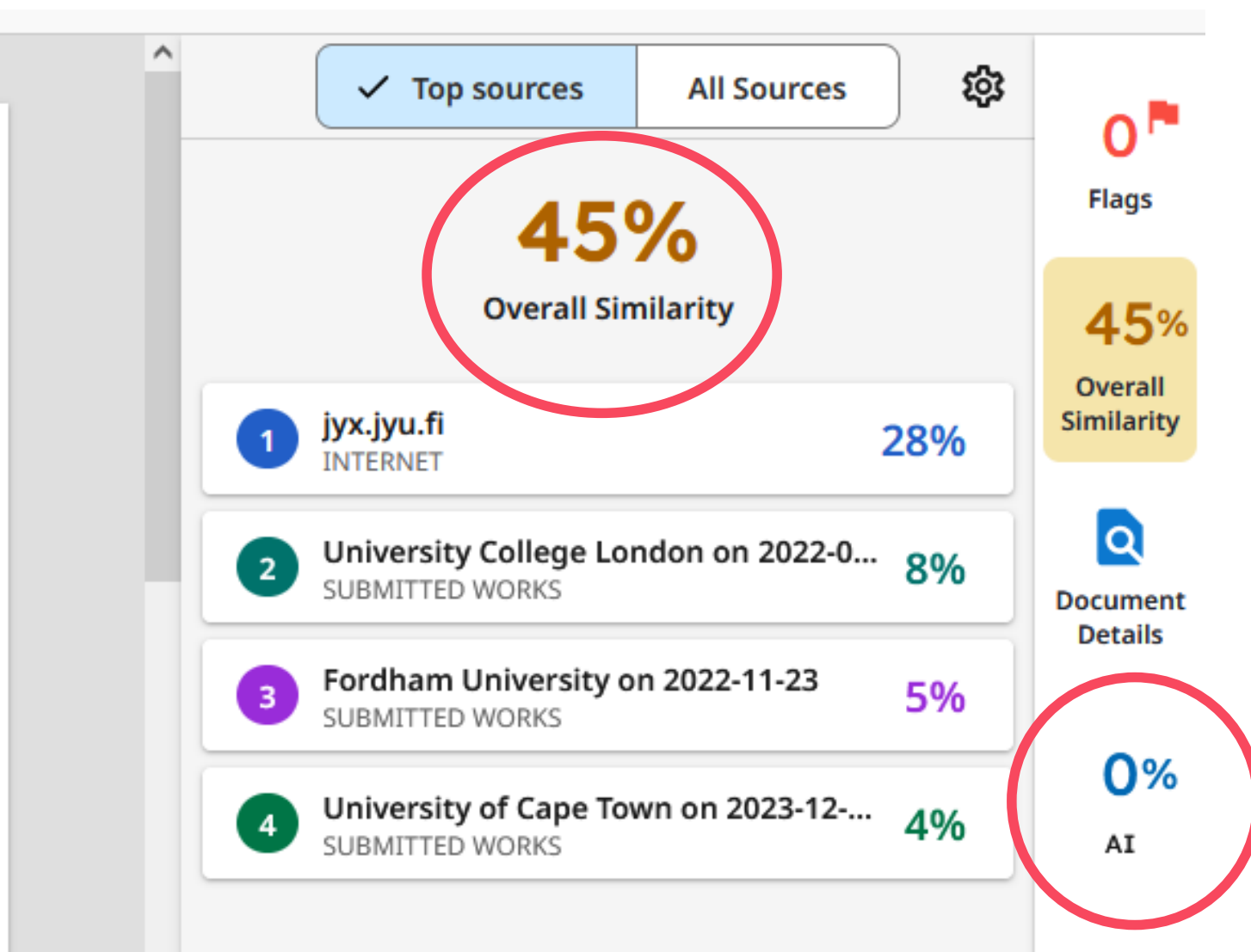
Compares your
work to others

Provides a report on
the similarity + AI use

(Allows you to rewrite
your work to fix problems)

tiainen of ³ *What is important in history teaching? Student*
shed in the *History Education Research Journal* research
teaching and the nature of history as a school subject. The
research because student teachers' ¹ perceptions of school
ching, which ultimately affects their students' learning.

s for history teaching in Finnish primary school, which are ¹
d to construct a foundation for understanding history. The
tent knowledge and developing a deeper understanding of
uses on historical thinking and reasoning skills. The authors
nd 79 female Finnish student-teachers from various socio-
is of short answers ² to the question "what is important in
wrote at the beginning of their first history study module.



How can I use AI tools responsibly?

**Sometimes, your professor
will have specific guidelines
(examples follow)**

Source: Perkins, M., Furze, L., Roe, J., & MacVaugh, J. (2024). The AI Assessment Scale revisited: A framework for educational assessment. *arXiv*. <https://arxiv.org/abs/2412.09029>

1	NO AI	<p>The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills.</p> <p>AI must not be used at any point during the assessment.</p>
2	AI-ASSISTED IDEA GENERATION AND STRUCTURING	<p>AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work.</p> <p>No AI content is allowed in the final submission.</p>
3	AI-ASSISTED EDITING	<p>AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using AI.</p> <p>AI can be used, but your original work with no AI content must be provided in an appendix.</p>
4	AI TASK COMPLETION, HUMAN EVALUATION	<p>AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output.</p> <p>You will use AI to complete specified tasks in your assessment. Any AI created content must be cited.</p>
5	FULL AI	<p>AI should be used as a “co-pilot” in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity.</p> <p>You may use AI throughout your assessment to support your own work and do not have to specify which content is AI generated.</p>

1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills. You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.



Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale

Source: Perkins, M., Furze, L., Roe, J., & MacVaugh, J. (2024). The AI Assessment Scale revisited: A framework for educational assessment. *arXiv*. <https://arxiv.org/abs/2412.09029>

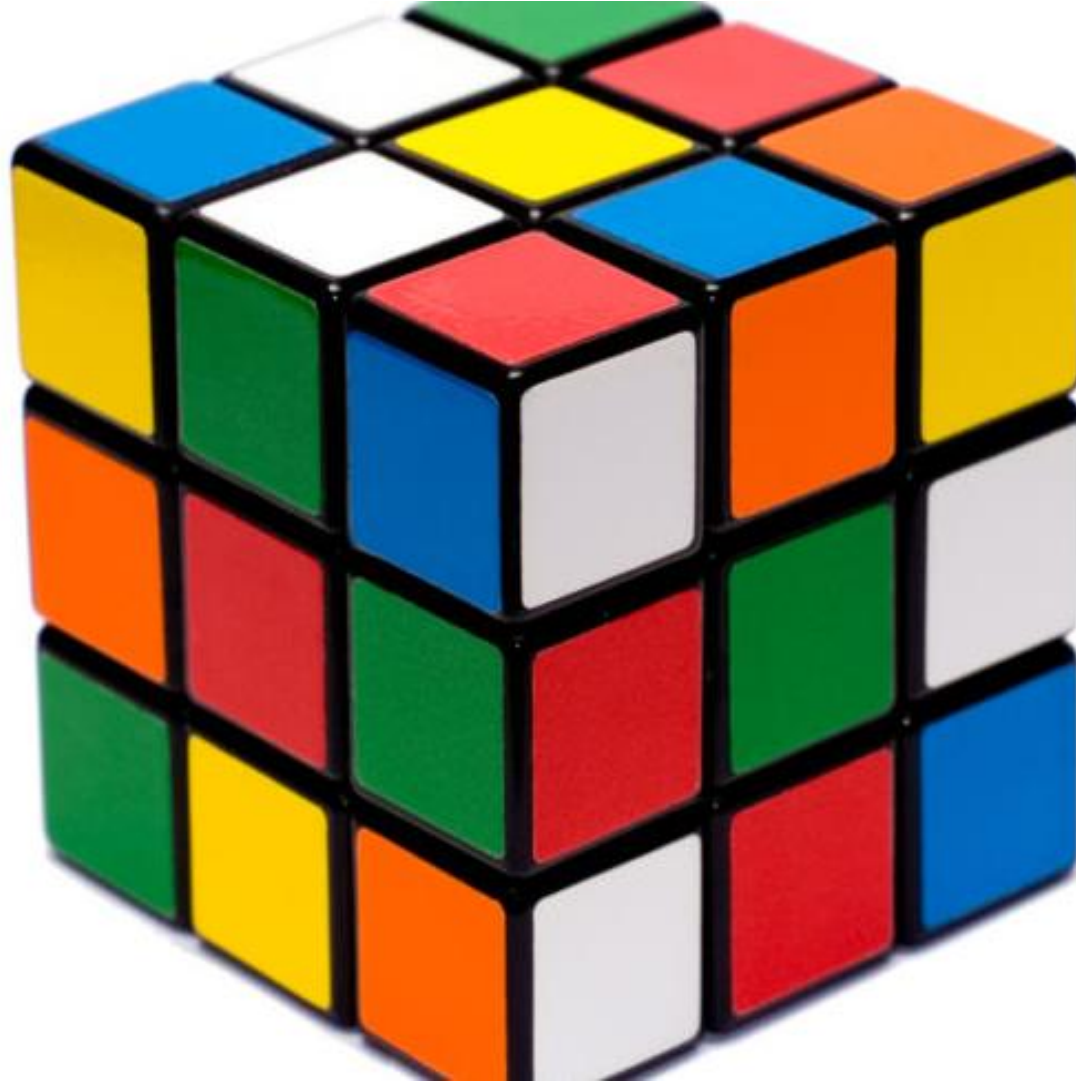


Source: Perkins, M., Furze, L., Roe, J., & MacVaugh, J. (2024). The AI Assessment Scale revisited: A framework for educational assessment. *arXiv*. <https://arxiv.org/abs/2412.09029>

Ask yourself two questions:

1. Why am I using this tool? (motivation)

2. What will I do with the output? (criticality)



Remember:
Academic
writing is a
skill. It can be
studied,
practiced, and
improved!

**KIEN2033 Intercultural
Communication**

Registration closes 8.9
2-3 ECTS

**KIEN2901 English for
Multidisciplinary Teams**

Registration closes 8.9
2-3 ECTS

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