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## Thesis requirements for the MA in Educational Science Programme

*Valid from the academic year 2019/2020*

| Requirements for content                      |   |
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| <b>The purpose of the thesis</b>              | The thesis aims to prove that the student can firstly identify and interpret relevant pedagogical problems in a critical-analytical way forming an independent professional opinion and secondly can carry out theoretical or empirical or practical (developmental) research. Its purpose is to demonstrate that the student knows the rules of and is able to carry out a scientific research and publication while maintaining high professional standards.  |
| <b>Types and topics</b>                       | A topic list is issued by the Institute of Education at the beginning of each academic year.  |
| Required structure of the thesis              |   |
| Title page (Cover of the binding)             | See formal requirements and binding.  |
| Inner title page                              | The name of the institute, the faculty, and the programme should be on the top of the inner title page, and the title of the thesis should be under that. The name of the student should be on the left side of the lower third of the page, the supervisor's name and position should be on the right side of the same. The year should be at the bottom of the page and centred in the middle.  |
| Declaration of originality                    | The page after the inner title page should contain a declaration of originality, which states that the thesis is the student's own intellectual property. The declaration's content and form are as according to requirement and should be signed by the student. The declaration can be downloaded from the website of the <a href="#">Student Affairs and Registrar's Office</a> . The thesis is the student's independent work in which they should observe the rules for references and reference lists. If the author of the thesis is suspected of plagiarism, a legal disciplinary action can be brought against them. |
| Proof of consultation, supervisor's statement | The next page should contain a confirmation form (uniform format), which contains the proof of consultation as well as the supervisor's consent for thesis submission. The consultation form can be downloaded from the website of the <a href="#">Student Affairs and Registrar's Office</a> .   |
| Index/Table of contents, page numbering       | The thesis should contain the table of contents as well. The page numbering is continuous.  |

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| <p style="text-align: center;">Structure, chapters</p> | <p><i>The structure of a thesis dealing with the empirical research of a pedagogical problem.</i></p> <p>The piece of work to be submitted should include:</p> <ul style="list-style-type: none"> <li>• Introduction: an introduction to the relevant field of science, and a short, comprehensive description of the goal of the research and the researcher's motivation in the choice of topic.</li> <li>• Literature review: presenting the researched topic, a summary and evaluation of the relevant theories and research, conceptualizing the relations to be examined.</li> <li>• Questions put forward: research questions also require the formulation of professional assumptions, commitments or hypotheses, depending on the nature of the research.</li> <li>• Research framework: presentation of the steps of the research, target groups, the applied methodological tools, and the process of collecting empirical data. Data collection may be based on a secondary analysis or research group or student group data collection.</li> <li>• Results, findings: Scientific, professional processing of the data according to the quantitative or qualitative nature of it must show <ul style="list-style-type: none"> <li>- what phenomena may be in the background of the obtained result,</li> <li>- how it can be evaluated,</li> <li>- how it is comparable to the extent the obtained results correspond to what is in the literature,</li> <li>- what new areas should be paid attention to.</li> </ul> </li> <li>• Conclusions: evaluation of the completed research including its strengths and weaknesses (limitations), future research directions and applications. Reflections on the questions put forward at the beginning of the study.</li> <li>• Annex: documentation of test methods, questionnaire, interview outline, photos, etc.</li> </ul> <p><i>The structure of a thesis dealing with the theoretical and historical research of a pedagogical problem.</i></p> <p>The piece of work to be submitted should include:</p> <ul style="list-style-type: none"> <li>• Introduction: motivation for the choice of topic, describing the field of research, definition of the problem area.</li> <li>• Literature review: reviewing and analysing previous professional studies dealing with the problem according to systematic, predetermined and transparent aspects, outlining the tendencies emerging from them.</li> <li>• Theoretical framework and research methodology: conceptualization of the problem area to be examined, search for and identification of the necessary sources, preliminary</li> </ul> |
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|  | <p>examination of their accessibility (especially in the case of primary sources of historical studies), selection, justification and description of the method of their analysis.</p> <ul style="list-style-type: none"> <li>• Analysis: a multilateral, theoretical framework-based illumination of the problem with an interpretation of the sources involved, a clear separation of the different analysis levels, categories, and processes.</li> <li>• Results, conclusions: highlighting new findings, results; describing the level of generalization achieved or the level of individual analysis, or the characteristics of the process under investigation; conflicting research results with findings in the literature; a summary of further research directions and applications, the performance, difficulties and limitations of the work.</li> <li>• Annex: documentation of test methods, sources or their availability</li> </ul> <p><i>The structure of a thesis dealing with an educational development.</i><br/>The piece of work to be submitted should include:</p> <ul style="list-style-type: none"> <li>• Introduction: interpretation of the purpose of development/innovation, introduction to the problem area, motivation for the choice of topic.</li> <li>• Literature review: exploring the topic of development/innovation and the characteristics of the development/innovation process, interpreting and evaluating the experiences of previous developments related to the topic, if possible.</li> <li>• Description of the innovation/development: history, situation analysis, the birth process of the “idea” of the innovation; the set goal, a detailed plan and process description, evaluation plan and methods of the innovation.</li> <li>• Analysis: description and documentation of the testing of the innovation; a multi-aspect interpretation of results and processes; a multi-aspect evaluation of the innovation/development: evaluation of the realization of the development goal, the development process and the results.</li> <li>• Conclusions: practical implications/lessons: interpreting the strengths, problems, difficulties of the development/innovation; reflection on the role of developer and researcher; drawing conclusions for practice. Reflection on the questions formulated at the beginning of the thesis. A summary of the further development directions and applications, the performance, difficulties and limitations of the study.</li> <li>• Annex: documentation of the development plans and materials; documentation of test methods.</li> </ul> |
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| Notes, references                      | <ul style="list-style-type: none"> <li>• All statements, thoughts, data or textual quotations in the text from different sources should be referenced by providing the exact details (author, title, page no.) of the referred publications.</li> <li>• In case of internet resources, you have to provide the author and the title too. If these are not available, the website or the name of the portal (institution) should be given. Also, you should list the URL of the search line of the browser in the given document to the relevant document depth together with the date of download.</li> <li>• Special attention needs to be paid to indicate literal citations with quotation marks even if the quoted part of the text is edited in one sentence or only a part of it. For a literal citation, you must also enter the exact page number.</li> </ul> <p>The position of notes and source references (in text, as footnotes, after the main text) and their form (detailed description, abbreviation referring to the bibliography, data order, etc.) should be done coherently and consistently in the thesis. The references and the reference list should be used according to the publication requirements of APA 7.</p> <p>There is a detailed description of the rules on referencing and bibliography in the Appendix.</p> |
| Reference list                         | see Appendix  |
| <b>Preparation and submission</b>      |   |
| <b>Choosing and submitting a topic</b> | <p>The topic announcement form (submitted by the student) should contain the planned topic of the thesis, the supervisor's statement that they will undertake the supervision as well as an approval of the head of the programme or their representative.</p> <p>Deadline for thesis topic announcement:</p> <ul style="list-style-type: none"> <li>- if the final examination is in the spring semester: 15th May</li> <li>- if the final examination is in the autumn semester: 15th October</li> </ul>  |
| <b>Supervisor</b>                      | A supervisor can be a teacher and/or a researcher from the university or with the approval of the head of the specialisation, an expert who is not an employee of the university. In case of an external supervisor an internal co-supervisor is also recommended.  |
| <b>Consultation</b>                    | Students should consult with their supervisors at least twice during the preparation of the thesis. This has to be registered on the official <a href="#">Confirmation of thesis consultation</a> form. At the consultation, it is worth taking written notes on the tasks and proposals related to the thesis.   |
| <b>Submission</b>                      | The thesis should be submitted in two printed copies (one with official binding, the other with simple binding) to the Registrar's Administration Office and uploaded in the electronic system assigned for this purpose, before the examination period of the semester when the final exam is due.   |

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|  | <p>Deadline for thesis submission:</p> <ul style="list-style-type: none"> <li>- in the autumn semester: 20th November.</li> <li>- in the spring semester: 20th April</li> </ul>   |
| <b>Evaluation</b>                        |   |
| <p>Evaluator, the evaluation process</p> | <p>The thesis is evaluated in writing by the supervisor and a specified second reviewer who is also an expert of the field. The two evaluators assess the thesis with a recommended the grade. Both reviewers offer questions to the defence of the thesis. The supervisor also briefly presents the work process with the student in his/her evaluation. The evaluations will be received electronically by the student 10 days before the final exam from the course administrator of the Institute of Education.</p> <p>If one of the grades of the thesis is a fail, the student cannot be admitted to the final exam. The final grade of the thesis is determined by the final examination committee taking into account the grade given by the supervisor and the second reviewer, the practical implementation of the thesis, and the defence at the final exam.</p>   |
| <p>Points of evaluation</p>              | <p><i>Aspects of evaluation of a theoretical and historical and/or empirical research of a pedagogical problem are especially:</i></p> <ul style="list-style-type: none"> <li>• the compliance of the thesis and the chosen topic with the training goals of the programme;</li> <li>• the expediency, professionalism and extent of the literature background; involvement of foreign-language literature;</li> <li>• the scope of the discussed problem, the level and depth of the analysis-interpretation-application;</li> <li>• the professionalism of the explanation, the sophisticated appearance of the author's own position;</li> <li>• the validity of the examined question, the precise formulation of the research questions and/or hypothesis;</li> <li>• the presentation of the research procedures and methods, the expediency of method selection, clear presentation of applying the methods;</li> <li>• a clear, methodologically and professionally sound presentation of the results;</li> <li>• placing one's own results in the explanation of the topic, self-reflection on the strengths and weaknesses of the study;</li> <li>• the structure and coherence of the thesis, the accuracy of its wording;</li> <li>• elaboration and the application of the technical language;</li> <li>• the literature, the exact use of referencing, coherence;</li> <li>• the originality of the study.</li> </ul> |

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|                                 | <p><i>Aspects of evaluation of a thesis dealing with an educational development are especially:</i></p> <ul style="list-style-type: none"> <li>• originality and reasoning of the innovation; the role of the student in the innovation;</li> <li>• the student's knowledge of the relevant literature (involvement of foreign-language literature) and practical experience in innovations of similar purpose and type;</li> <li>• professionalism and transparency of the innovation plan;</li> <li>• documentation and reliability of the innovation process;</li> <li>• evaluation and self-evaluation of the innovation;</li> <li>• the expected applications of the developed product in the target area;</li> <li>• the structure and coherence of the thesis, the accuracy of its wording;</li> <li>• elaboration and the application of the technical language;</li> <li>• the literature, the exact use of referencing, coherence;</li> <li>• the originality of the study.</li> </ul> <p>The final grade of the thesis is determined by the final examination committee taking into account the grade given by the supervisor and the second reviewer, the practical implementation of the thesis, and the defence at the final exam.</p> |
| Oral defence                    | The student presents his thesis in a 20-minute presentation (ppt slide show), answers the questions formulated in the reviews, and reflects on the professional suggestions of both reviewers. Also, additional questions from the literature used in the thesis are received at the final exam.   |
| <b>Formal requirements</b>      |  |
| <b>Length</b>                   | The length of the thesis should be 30-40 pages (70.000–90.000 characters including spaces) without appendices. The thesis has to be prepared with duplex printing.   |
| <b>Font, size, line spacing</b> | Times New Roman, font size: 12pt, 1 spacing (distance between the lines).  |
| <b>Margins</b>                  | On the left side (at the binding) 3.5 cm, on the right, top, and bottom side 2.5 cm margin.  |
| <b>Language</b>                 | The thesis is to be written in English.  |
| <b>Binding</b>                  | The thesis should be submitted in two printed copies (one with official binding, the other with simple binding to the Registrar's Administration Office. The name of the institute, the faculty, and the programme should be on the top of the cover page. Below that, it should say "Diplomamunka". The name of the student should be on the left side of the lower third of the page. The year should be at the bottom of the page and centred in the middle.  |

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| <b>Electronic format</b> | The thesis should be uploaded or submitted in an electronic version defined by the Student Affairs and Registrar’s Office. |
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*Appendix*

**REFERENCES**  
(APA 7. version).

**References in a text**

1. In a text, reference is made by the name of the author(s) and the year of publication. The name of the author(s) may be part of the sentence [... as the results published in White's study (1998) ...] or it may be enclosed in brackets [... the close relationship between the two variables has already arisen (White, 1998), therefore ...]. In the case of accurate citation, in addition to the reference to the author, the citation is enclosed in quotation marks, and it also indicates the page numbers (White, 1998, p. 32).

**EXAMPLES:**

- ‘Postman compares the appearance of printing to the invention of the mechanical clock, which, as he writes, ‘captures, domesticates, and transforms time, and in the process alters humanity’s consciousness of itself’ (Postman, 1982, p. 21).’
- ‘However, the rapid pace of urbanization in the studied period already provided a sufficient background for completely new types of cultural habits, accompanied by changes in mentality, together with the ‘consumption’ of theatre, music and press among the civil middle class living in the city (Lipták, 2002, p. 78).
- The author claims that “plagiarism is becoming a bigger problem” (Smith, 2014, p. 170).
- Smith states that plagiarism is an increasingly big problem (2014, p 170).
- The study of Smith (2014) shows that plagiarism is an increasingly big issue.

2. The names of two authors are separated by ‘and’: (Black and White, 1998).

**EXAMPLE:**

Professional development has originally been concerned with individual teacher development but is also increasingly linked to the learning of teaching communities and organizations (Taylor and Colet, 2010).

3. In the case of multiple names, there is a comma between the names, and there is ‘and’ between the last two names (Black, White and Brown, 1998).

**EXAMPLE:**

The interpretations of CPD emphasize the important role of educational and social changes, because they raise new needs, they appoint new school functions, therefore the professional expectations towards teachers are becoming more and more complex (OECD; 2003; McKenzi, Santiago, Sliwka and Hiroyuki, 2005; ATEE, 2006).

4. In the case of more than three names, the first occurrence includes the names of all authors (Black, White, Grey, and Brown, 1998), the subsequent appearance includes the first author's name and the abbreviation 'et al. (Black et al., 1998).

**EXAMPLE:**

In addition to systematic research, the results of several meta-analyses (see, e.g., Creemers et al. 2010; Scheerens et al. 2013; Hattie, 2009) also enhance our knowledge of school performance.

5. In the case of referring to various works of an author within one pair of brackets, the name is written only once, followed by the years, separated by commas, in ascending order (Bloom, 1955, 1956a, 1956b).

**EXAMPLE:**

The other side of the moral panic surrounding childhood, or in other words, a less clear stand on the complexity of the effects on childhood, is represented by Buckingham (2000; 2009; 2011).

6. Within brackets, referring to works of several authors, each item is separated by a semicolon (;) (Black, 1988; White, 1989; Grey and Brown, 1990).

**EXAMPLE:**

- According to the most relevant literature on CPD (Schön, 1990; Hargreaves, 2000; Korthagen, 2004; McKenzie et al., 2005; Kennedy, 2005), one of the fundamental prerequisites of professional development is collaboration (collegiality).
- Several studies show that ... (Brown and Brody, 2009; Porter, 2004; Swaen, 2015, 2017a, 2017b).

7. If we refer to an author's several writings published in the same year, they are distinguished by letters written after each year (Nagy, 1988a).

8. The page number is marked by letter 'p' if necessary. In the bibliography, there is no 'p'. See, section 5.

## References in the bibliography

### Books with one author

Author (year). *Title*. Publisher. The title of the book is in *italics*.

**EXAMPLE:**

- Lénárd F.(1986). *Pedagógiai ellentmondások*. Akadémiai Kiadó.
- Covey, S. R. (2013). *The 7 habits of highly effective people: Powerful lessons in personal change*. Simon & Schuster.

### Edited books

Author(s) (year, ed.). *Title*. Publisher. The title of the book is in *italics*.

**EXAMPLE:**

Mandl, H., De Corte, E., Bennett, N. és Friedrich, H. F. (1990, ed.). *Learning and instruction*. European research in an international context. Volume 2.1. Social and cognitive aspects of learning and instruction. Pergamon Press.

### Book chapters



Author (year). Chapter (study) title. In: Editor(s)' name(s) (ed.). *Title of the book*. Publisher, pages: first and last page of the chapter. The title of the book is in *italics*.

**EXAMPLE:**

Neves, D. M. and Anderson, J. R. (1981). Knowledge compilation: Mechanisms for the automatization of cognitive skills. In: Anderson, J. R. (ed.): *Cognitive skills and their acquisition*. Lawrence Erlbaum Associates, Publishers, Hillsdale. 57–84.

**Journal Articles**

Author(s), (year). Title of the study. Title of the Journal, year [volume] number. Number. Pages: first and last page of the study. *The title of the journal is in italics*.

The year is in bold (underlined when typed)

**EXAMPLE:**

Larkin, J. H. and Simon, H. A. (1987): Why a diagram is (sometimes) worth ten thousand words.

*Cognitive Science*, 9(11), 65–99.

In the bibliography, the letter 'p' does not appear next to the page numbers; the abbreviation "number" is "no." There is a full stop at the end of each item.

**Electronic document**

Author(s) (year). *Title of the Journal*, year [volume] number. Pages: first and last page of the study. <https://doi.org/10.1080/02626667.2018.1560449>

Smith, T., and Williams, B. M. (2019). *The citation manual for students: A quick guide* (2nd ed.). <https://doi.org/10.1000/182>

**Studies, articles available online**

Author(s) (year/time of download: year, month, day). Title. *Title of the Journal*, year [volume] number, Pages: first and last page of the study. (URL).

**EXAMPLE:**

- Bentham, G. (1996). Association Between Incidence Of Non-Hodgkin's Lymphoma And Solar Ultraviolet Radiation In England And Wales. *BMJ: British Medical Journal*, 312(7039), 1128-1131. <http://www.jstor.org/stable/29731519>
- Worland, J. (2015, July 27). U.S. flood risk could be worse than we thought. *Time*. <https://time.com/3973256/flooding-risk-coastal-cities/>

**Indication of previous editions, translations**

If the author refers to a translation, a reprint version, a later edition or a re-published version of a work and wishes to indicate the date of the original publication, he may do so by indicating two dates. The original year, separated by a dash, precedes the latter. Only the data of the edition should be provided to which the reference applies.

**EXAMPLE:**

Neisser, U. (1976/1984): *Megismerés és valóság*. Gondolat.

**Names of authors**

Since the use of the two first names is not widespread in the Hungarian language, and there are common surnames, the initials of the surname and first name would not identify the author with sufficient certainty in all cases. Therefore - by the common custom - for Hungarian authors, the full name is included in the bibliography, in the form the author uses it in the cited publication

(e.g.: *Kürti Istvánné, Kürti Jarmila, Kádárné Fülöp Judit, Nagy József, Nagy J. József*). In the case a Hungarian author's work is published in a foreign language, the correct spelling that applies to foreign authors also applies to the Hungarian authors.

**EXAMPLE:**

Nagy, J. és Szebenyi, P. (1990): Hungarian reform: towards a curriculum for 1990s. *Curriculum Journal*, 1(3), 247–254.

In the case of foreign authors, enter the name: family name, comma, first name initials. There is a full stop after the initials. For example, *Bloom, B. S.* In the text, the authors' names can be used freely according to the structure of the sentence. For example: As *Bloom* (1956) writes in his much-cited book, ...

When giving the cited source in brackets, only the surname is given (*Bloom, 1995*). In the bibliography, there is a space between the initials of first names.

**EXAMPLE:**

Biggs, J. B. & Tang, C. (2007). *Teaching for quality learning at university*. Open University Press/Mc G