

Semmelweis University  
András Petó Faculty (PAK)

**Faculty Regulations  
for the Preparation and Evaluation  
of a Thesis**

**Budapest, October, 2024.**

**Approved by:**  
Dr. László Matos – Deputy Dean in Charge of  
Education (signed personally)

According to the provisions of Par. 46 (Article 45) of the Study and Examination Regulations:

One of the indicators of the effectiveness of undergraduate studies is the thesis. In addition to the professional and methodological knowledge required for an educator (kindergarten, school and pedagogical rehabilitation specialisation), the preparation of the thesis also requires the knowledge necessary for carrying out scientific work. The aim of writing a thesis is to acquire and demonstrate this knowledge.

The student is provided information on the thesis in the current document titled Faculty Regulations for the Preparation and Evaluation of a Thesis (hereinafter: "Guidelines"). This document is handed out to the student at the time of choosing the thesis topic.

## **I. GENERAL INFORMATION**

### **1. Choosing the thesis topic**

As part of the studies, the student shall prepare a thesis (see relevant parts of the Study and Examination Regulations).

The student may work out a topic either recommended by the Faculty's teaching organisational units or, on occasion, on a topic of his/her own choice approved by the relevant institute director. The list of topics must be published no later than the first half of the fifth semester. This is the task of the Student and Career Office, which will simultaneously send valid thesis guidelines to the students concerned, which will also be available later on through the download subpage of the Faculty website.

The chosen thesis topic must be declared in writing – by means of the form provided for this purpose, see: Annex 1 – to the Student and Career Office. The supervisor and the head of the research workshop certify the fact of accepting the chosen topic by their signature. The accepted thesis topic must be registered in Neptun; this is done by the Student and Career Office.

In justified cases, upon the student's request, the director of the institute concerned may authorise a change of the thesis title free of charge, at the start of the 7th semester of the studies, until the end of September. However, such change is subject to the approval of the submitting and receiving thesis supervisors and the head of the research workshop(s) concerned, on the thesis submission form.

The Deputy Dean in charge of Education shall define, in agreement with the institutional directors:

- the time of announcing and choosing topics;
- the deadline for submitting the thesis;

The 1st-3rd winners of the National Students' Scientific Association Council Conference and the winner of the Faculty's Students' Scientific Association Council Conference, as well as the author of the awarded „rectorial competition” may submit their work as a thesis, on condition that the concerned work meets the requirements for the content and form of a thesis. The evaluation of the submitted theses start upon

request and this is the responsibility of the Faculty's Scientific and Research Ethics Committee. The Committee sends its proposal to the Dean of the Faculty for approval. In case of a positive evaluation, the thesis will be awarded a mark 5 or "excellent", but the student will still be required to defend the thesis at the final examination.

### Task schedule related to the preparation of the thesis:

Announcement of topics	5th semester	22 November 2024
Declaration of the chosen topic	6th semester	14 February 2025
Preparation of the research plan, definition and submission of the final title	6th semester	30 May 2025
Opportunity to change the thesis title free of charge	7th semester	26 September 2025
Submission of the thesis	8th semester	27 April 2026

Concerning the research on which the thesis is based, the student must prepare a research plan, which must be submitted to the Student and Career Office after approval (by signature) of the Supervisor and the research workshop leader concerned (Appendix 2)

The deadline for the submission of the thesis may be modified in accordance with Paragraph 46, Article (6) of the Study and Examination Regulations.

After supplementing or correcting the thesis, the student shall only take the final examination in the next final examination period, if

- a) the student fails to submit the thesis until the deadline,
- b) the evaluator of the thesis classifies it as unsatisfactory, which is approved by the leader of the educational organisational unit,
- c) the thesis of the student is classified by a second evaluator as unsatisfactory,
- d) the student failed to fulfil the minimum 3 consultations required per semester.

The student must comply with the Data Protection Regulation of the Semmelweis University and declare to treat personal and special data and other information that he/she becomes aware of as strictly confidential. (Appendix 9)

## 2. Support for the student preparing the thesis

The preparation of the thesis is supported by the supervisor. In the time period of preparing the thesis the supervisor must provide 3 to 5 consultation appointments. **In the 6th, 7th and 8th semester, it is compulsory** for the student to participate in such consultations **at least three times**, one of which in each semester must be realized within the research workshop. Participation in the consultation can be certified (by the signature of the supervisor and the research workshop leader) in the Consultation Certification Sheet (Appendix), which must be attached in a filled-in and signed state to the thesis in the time of submission. If the student fails to fulfil this obligation, **the thesis cannot be evaluated and it will be assessed as failed.**

## 3. Formal requirements of the thesis

The minimal length of the thesis is 50 000 characters, the maximal length is 100 000 characters without spaces. This length must include the literature and tables but does not include the illustrations, footnotes and appendices.

The thesis must be written/printed on A/4 paper in a portrait arrangement. Formal data of the pages: Times New Roman type font, 12 point letters, 1,5 line spacing, inner margin approx. 3 cm, outer margin approx. 2. cm.

The thesis must be arranged as follows:

1. the external cover must indicate:
  - the name of the university
  - the „Thesis” classification
  - name of the student
  - Budapest/Illyefalva, year
2. the internal cover must indicate:
  - the title of the thesis,
  - name, current class and group of the student,
  - year of submission
  - name and workplace of the supervisor.
3. blank page,
4. declaration of originality of the thesis (Appendix 4)
5. declaration of confidentiality (Appendix 9)
6. internal title page with the following data (see: Chapter V. Supplemental materials):
  - name of the educative institution,
  - faculty, specialization,
  - title of the thesis,
  - name of the author,
  - name of supervisor
  - educational classification of supervisor,
  - location and year of submission,
  - abstract (see: Chapter V. – supplemental materials),
  - table of content, exposition of content (introduction, exposition, summary),
  - literature,
  - appendices.

#### **4. Submission of the thesis**

The student shall submit the finished thesis to the to the Student and Career Office (which will issue a certification – Appendix 5 – to prove the fact of submission) in **2 copies**: 1 copy must be bound, 1 copy must be stapled, and simultaneously, it must also be sent in .pdf format to the

[titkarsag.pak-karrieriroda@semmelweis.hu](mailto:titkarsag.pak-karrieriroda@semmelweis.hu) e-mail address. Two copies of the Consultation Certificate Sheet must be attached to the thesis, on which the supervisor declares that the student can be sent to the final exam (Appendix 3). In five days after the submission, the thesis must be forwarded to the evaluator. It is the task of the Student and Career Office to take care of this.

## **5. Review and evaluation of the thesis**

The thesis is evaluated by the opponent and the supervisor. The person of the opponent is to be determined by the director of the institute. The opponent evaluates the thesis in accordance with the evaluation sheet attached as Appendix 6. The thesis must be evaluated according to a five-grade scale. The evaluation by the opponent must include questions for the final debate and the evaluation of the supervisor. The student prepares the .ppt format presentation for the final debate on the basis of the questions raised here (Appendix 7).

If a thesis is marked 'failed', conditions for its replacement shall be ordered by the leader of the concerned educational organisational unit, ordering new consultations, if considered necessary.

## II. PREPARATION OF THE THESIS

The first step of preparing the thesis is choosing the topic. What kind of topic should be chosen? There are three general rules to be considered in this regard.

**Firstly:** our efforts will only be successful if we are really motivated to work out the topic (personal interest, experience, career plans).

**Secondly:** it is indispensable to prove the current relevance of the topic.

**Thirdly:** we must be sure to be able to work out the topic (we have the opportunity to realize the planned investigations).

It is advisable to consult these dilemmas in advance, first of all with the supervisor and with the research workshop accepting the thesis. The stakes of the thesis is whether the student, after finishing the studies, will be able to do scientific work, to prepare, present and defend a scientific essay in a debate.

It is useful to divide the process of preparing the thesis into the following four main phases:

- getting general information, submission of the application for a research ethics permission (Appendix 8);
- collecting and arranging material in possession of the research ethics permission;
- processing;
- shaping into the intended format.

Hereunder we give a detailed description of tasks related to the individual phases.

### 1. Getting general information

#### *Conceptual clarification*

Based on textbooks, handouts, lexicons, special lexicons, dictionaries, it is necessary to explore the following:

1. content of the topic,
2. details,
3. connections

Inquiry concerning the terminology

#### *Preparation of the research plan*

In order to appropriately prepare the thesis, a plan must be outlined on the basis of requirements and possibilities. This plan lays down a schedule for studying the literature and implementing observations and inspections. The plan cannot be detailed, it only regulates the direction and momentum of processing. It is also advisable to prepare a timetable for the tasks.

Before preparing the thesis, four decisions must be made. First, it is necessary to clarify if the nature of the thesis will be theoretical or empirical. In the first case, we have to arrange and process information gained during data collection, according to our own logic. Among others, essays related to historical topics and those presenting certain phenomena and relevant correlations fall in this category. However, in case of empirical works, we need to do research

with appropriate methods. This means that – along with inspecting the professional literature – we also need to study literature of the methodology in order to apply it appropriately. Secondly, we have to decide if the intended research will be hypothetical or exploratory. Of course, this falls out of our decision, and basically depends on the researchability of the topic. If the literature or the practical experience makes it possible, we can set up a hypothesis. On the other hand, if the topic is less well researched or not researched at all, we can make an exploratory research.

In the past decades, in the fields of educational and social sciences, hypothesis based research is considered as relevant, so exploratory research should only be chosen if there is absolutely no source that we could refer to concerning our topic in order to phrase our hypothesis. The third decision depends on the chosen research method. We have to decide if we intend to explain our results through figures, or the nature of our topic requires textual analysis. We call the first type quantitative, and the second, qualitative research. Of course, these two types can be applied together according to appropriate rules, which must be explored from the literature of the methodology and via advices or our supervisor. Finally, we have to choose between deductive and inductive research, this is the fourth decision to be made. In the first case, we access practice from a known regularity. In the second case we try use experience as a source of phrasing general correlations.

## **2. Collecting material**

### **a) Studying literature**

Based on the prepared plan, select the relevant literature making use of the library information service, the catalogues, the bibliographies, the handbooks and the journals of reference.

*Methods for selection:*

*Systematic research.* Systematic scanning of the professional literature in reversed chronology. If time gaps can be eliminated, this method leads to the exploration of the entire literature available.

*Snowball-system.* Start with a recent publication and follow the thread of references. This method is simpler, shorter than the previous one, but you are at the mercy of the author, who may fail to refer to relevant works. In other cases, the latest publications might also be omitted.

*The bypass method.* You can choose from several options: approaching by means of the work(s) of a certain author (you have to scan the works by authors relevant to the topic); approaching through a related topic; approaching through investigating a supposed location of relevant information (scanning all periodicals, yearbooks, collections etc. discussing the topic); other approaches based on biography, chronology, topography or application area are also possible.

Concerning the bibliography used, the following data must be indicated:



Books: name of the author(s), year of publication, title of work, name of publisher, place of publication/issuance, length;

Reference to a full study book: name of author or editor, year of publication, title of work, editor of the volume, name of publisher, place of publication, length;

Reference to certain parts of a study book: name of author, title of the cited study or chapter, and (In:) title of work, name of author or editor, year of publication, title of work, editor of volume, name of publisher, place of publication, length, page numbers (from, to) of the study cited;

In case of material collected from the internet: the access data (the URL address) must be specified.

Concerning all these, both Chapter IV and the support materials give some examples.

### **b) *Clustering and inspection of the selected source material***

#### *Preliminary overview:*

It is very important to overview the material available and to make short reminding notes on the most important statements found in the books and articles discussing the topic. Such notes should also include the source and most important data, and our own thoughts and assumptions. This widens the horizons and helps us in discovering new correlations and also in specifying the values of the source material in relation to our topic. The most efficient way to achieve this is to rely on the table of content and the index (of names and key words).

When this work is done, it is advisable to have a discussion with the supervisor. This gives the opportunity to check the validity of our evaluation, to apply any necessary modifications, and to elaborate an explicit order of further studies and tasks. The value and success of such discussion depends on the solidity of preliminary collection of information. After these preparations, drafting of the thesis can be started. It is very important that even this first draft must be closely compared to the title? Is it in line with the title? Are there any disproportions? Etc.

#### *Detailed collecting, arranging and preparatory work:*

Thorough knowledge of the available literature on the subject is essential to the value of the thesis. Processing this information is of great importance. For this end, the mode of reading must be organised in accordance with the values developed in the course of the preliminary overview and during the discussion with the supervisor.

Possibly avoid using second-hand information. Study the works of great researchers and explorers carefully and thoroughly. These works may require a second or even more readings. Take your time to do this. After reading a section or chapter, formulate the core meaning with your own words. Such processing requires contemplation, concentration and constant self-check.

It is necessary to take appropriate notes during this work. The mode of taking notes can be various (using tags, notebook, drafts or sketches etc.), but the notes should always include the following:

- core message with own words,

- verbatim quotations and the references (including the relevant bibliographical data in all cases!),

- individual thoughts, observations and any problems related.

The best method to group notes along subject areas is the so-called segmentation method. In order to make arrangement of the material easier, the name, title or subject area should be indicated at the top of the note, in the order or in line with the aspects of arrangement. On these tags, the indication of the source must be accurate. It is not necessary to process all source materials in full length and in such depth. In certain cases it may only be necessary to cover just a few chapters in this way. For a broader knowledge, the rest of the literature collected should be overviewed through informative reading. This enables us to get acquainted with the latest news developed in the professional literature and the most important results in the peripheral and related fields of our subject, etc.

Of course, notes should also be prepared during informative reading, but in such a process it is advisable to focus on taking notes of our own thoughts, questions or a specific quotation only.

The science of reading is therefore based on approaching the work to be processed in various ways. One may require study and careful and thorough processing, another requires reading only, and a third may require browsing or simple overviewing. This differentiated approach to the literature can result in a rich and thorough material on the subject, and can also provide us a broad knowledge of it. This enables compliance with the aptly worded requirement: "To know something about everything and to know everything about something."

#### *Collection of own experience:*

The thesis will only reveal new and valuable findings if it combines the author's own practical experience with theoretical knowledge. Therefore, it is important to get acquainted with the methodology of scientific research. Observations, experiments, examinations, performance tests, etc. must be implemented accordingly. It must be kept in mind in all circumstances that data collection related to the thesis research (observation, experiment, survey, performance tests, etc.) may only be commenced in possession of the research ethical permission.

The collected empirical material will only become valuable when it is processed at least with basic statistical methods.

Learning these methods is not easy, but it is an almost indispensable task. When collecting and processing empirical material, objectivity and scientific accuracy should be the most important objectives.

### **3. Arranging, processing**

Even as soon as collecting material, the essential form begins to evolve almost imperceptibly, and the chapters of the essay begin to separate. It is essential to direct this shaping purposefully, in line with our preliminary outline. Only a well-developed, precise and well-defined outline can save us from aimlessly wandering through the material that we have collected. This is the guarantee that the collected material will eventually evolve into a well-edited, proportionate, logically structured essay.

This is essentially where creative work unfolds at the highest level. Carefully examine all materials in relation to the subject, problems and ideas. At this point it becomes evident if the developed theoretical position is strong enough, and whether our position is convincing

enough to validate and justify our position, and to get it accepted. In order to achieve this, processing the empirical data is indispensable. We can also use tables, graphs and various calculations to support our statements. Making use of our notes prepared in relation to the literature, here we make references, argue and, if necessary, quote. It is, however, absolutely unacceptable to mechanically stick together passages taken from the literature used. It is particularly inappropriate, and even immoral, to take parts from the writings of others without quotation marks, giving the impression that we are communicating our own thoughts. It is advisable to read the relevant copyright regulation. Verbatim quotations should be indicated between quotation marks, and the author should be referred to (see Chapter IV).

This is generally how the broad outline of our essay evolves. Of course, this is not the final version, it still needs reconsideration. Some parts may be reworked, unnecessary parts may be omitted, and some may be added, supplemented or clarified.

#### **4. Developing into the intended format**

In order to develop the topic into the intended structural format, it is useful to validate the following criteria:

- definite outline of the topic, its place within science, and possible period description, short biography;
- relevance of the topic, problem definition and hypotheses;
- short description of the situation related to the material, based on literature and practical experience;
- theoretical information on the material gained from experience and on the applied research methodology;
- detailed, logical, well-arranged argumentation, elaboration of the heading order, analysis, evaluation;
- approval of hypotheses, disapproval of opposing statements, based on objective facts, data and correlations;
- definition of further tasks, things to do, any further research directions.

When developing into a literary form, the continuity of work is very important. Even a one or two days long break can have an adverse effect on the creative process. On the other hand, performance can be improved by setting out the task for each individual day. When ideas arise during the writing process, try to capture them quickly, even if you can't find the best phrases immediately. Searching those phrases may decrease and even extinguish the creative mood. It is better to come back to and correct such pages later. Be consistent in your use of numbering and various symbols to distinguish sections and chapters.

Read the finished manuscript very carefully, check references in the text with those in the bibliography as well as the table of contents and the chapter headings. Check the heading order, their typographical and copywriting arrangements, etc. Correct typing errors in the finished text. Correction does not take away any from the appearance of the work, while it improves linguistic value. An uncorrected error is an error. The correction of typing and spelling errors shall not be included in the list of errors at the end of the, as only textual corrections, e.g. omitted quotations, swapped paragraphs, etc., can be included there.

During the proofreading process, also check if your work really meets the linguistic criteria of

a scientific text. Do we use the terminology appropriately? Are we objective in our phrasing? Is the quality of our text writing adequate? Is the text easy to read and understand? Is our drafting careful and demanding? Is the structure of the writing logical and aesthetic?

The thesis must be summarized in an abstract of about 20 lines. This should concisely and purposefully present the topic of the thesis, the inherent questions, the methods applied, the main results and the conclusions. The intended location of the abstract is specified above (Section I.3). Among the supporting materials we include a thesis abstract sample.

## V. SUPPORTING MATERIALS

1. Thesis abstract sample
2. Sample for the theoretical introduction of a thesis, for problem development and for its bibliographic referencing
4. Some more formal requirements to keep in mind
5. Text segmentation, characteristics

### **1. Thesis abstract sample**

*Through a topic of mere fantasy we illustrate the abstract of a thesis, this theoretical introduction of the essay, to problem definition, and specifically, to the accurate methods of citation from and referencing to an article in a periodical, a conference book, a study book, a monography etc.*

## ABSTRACT

*(Definition and justification of the topic, the problem under investigation.)* The thesis examines the cultural dependence of the problem of learning to tie shoes, which is considered a significant learning "field" in the development of manipulation in young children. This examination is justified by previous research that has shown the key significance of this learning task in the child's fine motor movement, cognitive, communicative and emotional development and in the evolvement of the mother-child relationship. The question arises as to whether this opportunity to learn and develop is missing from the development of children in cultures where shoes are not worn, or not laced.

*(Key features of research methodology.)* Due to organisational difficulties and cost implications of the research, we have (for the time being) only tested a small population. We investigated 20-20 preschool children aged 3-4 years, from Central America and Central Africa, using the *Madzag-type* standardised test. We applied the *Cérna-type* short developmental programme on the same sample. Then we compared data from the test samples with 20-20 adequately selected Central European children.

*(Most important conclusions.)* Our small sample investigations show that:

a) young children who are inexperienced in wearing or lacing shoes show identical learning abilities in this task to those who have been used to it as a daily activity from the time they learn to walk,

b) this can be attributed to other fine motor activities usual in their culture, which substitute the learning effect of shoe lacing.

## **2. Sample for the theoretical introduction, problem definition and literature use in a thesis.**

### **LEARNING SHOE LACING AS A CULTURE DEPENDENT PROBLEM**

It is widely known that one of the basic problems of small children entering the nursery school is to learn how to lace shoes. The inspection of this topic has come into the forefront of research along with the spreading of nursery education.

At the beginning, it only appeared in research as a manipulatory activity, on the one hand as a possible field of developing fine motor movements, and on the other, as an instrument of estimating the developmental level of the child (*Cérna P.*, 1912, 1912; *Madzag, J.* and colleagues, 1922). Inquiries were soon extended to the inspection and development of the cognitive sphere. This is basically reflected in the works of *Pertli, Á. munkái* (1933, 1934, 1937) in the Hungarian literature of early childhood education.

It was a significant step forward in researching the topic when the inspection further extended to include emotional aspects. This took place in 1939, at the 1st Conference of the Hungarian Society to Study Shoe Lacing. This component was discussed with great significance by a number of authors (ed.: *Kötél, S.*, 1940) We attribute the most important results to the investigations of *Spárka, T.* (i. m. 1940), who has shown on a representative, large quantity

sample that the relationship of mother and child has an important role in developing a positive attitude. Children who are taught to lace their shoes by their mother while sitting on the mother's lap proved to be the most efficient in learning this activity. *Spárga* has shown that the farther the physical connection is in the time of learning, the less efficient such learning turns out to be. It is also a merit of *Spárga* that he investigated the problem in a complex manner, emphasizing that „...this activity is a manipulative, cognitive, emotional, and, by its nature, also a communicative problem.” (ibid. p. 72)

In further investigations, *Spárga* focused on this communicative aspect and stated that: „The operationalised commands *Do it right!* and *Listen!* are at the lowest stages of learning efficiency.” (1943, p. 214) It is interesting that simultaneously, but independently, another author, *Th. Schparga* came to the same conclusion (1940).

These were the most important steps in the development of this topic. Since that time, several shades refine the related research. Extended research work has been in progress to explore various correlations of this field. *Fonal, Z.* and his research group (1952, 1953) studies the role of the size of the shoe lace holes and the thickness of the shoe lace; *Gurtni, E.* (1954) inspected the role of sex in relation to learning shoe lacing; *Szál K.* (1970) explored the effects of the colour of the shoes and the laces on learning; etc. With regard to the important role of this problem to the development of small children and to its complexity, we presume that the topic still hides a lot of unresolved questions. One of these blind spots is to investigate how children of cultures where shoes are not worn, or not laced (eg. moccasin).

## BIBLIOGRAPHY

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*Gurtni, E.* And colleagues, 1954. Sex related differences in learning shoe lacing. *Acta Psychologica*, 4. pp 79–101.

*Kötél, S.* (ed.), 1940. 1st Conference of the Hungarian Society to Study Shoe Lacing. Lecture excerpts. Hungarian Society to Study Shoe Lacing, Budapest. 146 pages.

*Madzag, J.* And colleagues, 1922. Movement learning and shoe lacing. *Psychometric Studies*, 2. pp 141–157.

*Pertli, Á.*, 1933. Shoe lacing as a specific area of spatial vision. In: *We educate for the future.* (Ed.: *Zsinór, Géza*) Nemzedék Publisher, Budapest. pp 214–435.



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=, 1937. Studies in the field of shoe lacing. In the series titled *The Child's Development*, Volume 12, Akadémia Kiadó, Budapest. 242 pages. *Schparga, Th.*, 1940. Instruction and motor learning. Verlag, Berlin. 82 p.

*Spárka, T.*, 1940. The role of mother-child relation in learning shoe lacing. In: 1st Conference of the Hungarian Society to Study Shoe Lacing. Lecture excerpts. Hungarian Society to Study Shoe Lacing, Budapest. pp 72–73.

=, 1943. On the communication related aspects of learning shoe lacing. *School and Mother Tongue*, Issue 6, pp 21–39.

*Szál, K.*, 1970. The role of colours in learning shoe lacing. *Nursery School Education*, Issue 12, pp 72–84.

#### 4. Further formal requirements to keep in mind

- a) When preparing the table of contents, the numbers indicating the segmentation and the text following the number must be „aligned to their center”.

Faulty alignment:

- I. Prolematics of learning shoe lacing.
- II. Shoe lacing as a manipulatory activity
- III. Research hypothesis and methods
- IV. Main results and conclusions
- Etc.

Correct alignment:

- I. Prolematics of learning shoe lacing
- II. Shoe lacing as a manipulatory activity
- III. Research hypothesis and methods
- IV. Main results and conclusions
- Etc.

- b) Recommended typography for the heading order

In our writing titled *text structuring, characteristics* (also attached) we have presented the mode of text structuring and the main text levels. The levels available for structuring text – in identical order – can also be highlighted with the applied typography. The same writing informs you about the spelling of characteristics.

Possible version: Usage of bold capital letters for section titles with roman numbering (I., II., etc.); levels of the essay indicated with bold letters (A, B, etc.) can be indicated with normal capitals; text levels indicated with arabic numbers (1., 2., etc.) can be written in bold small letters; parts indicated with small letters (a), b),

etc.) can be written in normal letters. jelölt részeket normál betűkkel. Furthermore, subtitles with small italic letters can also be applied above paragraphs.

**c) Bibliography and referencing**

Among the supplementary materials, reference with the name of the author and the year of publication is given, and accordingly, the bibliography lists authors in an alphabetical order. Another format is also possible, when the literary source is referred to by a serial number, and where in the table of contents, literature of the topic is listed in the given alphanumerical order. However, no such combination of these two formats is allowed where literature is indicated with serial numbers, while following an alphanumerical order in the bibliography, or the other way round. If reference is given by means of the name of the author and the year of publication, items of the bibliography published in an alphanumerical order do not have to be indicated with serial numbers, as those would have no function.

**d) List of Errors**

It can only be attached to the thesis if it includes textual corrections such as: supplementation of omitted lines, correction of swapped sentences, etc. Spelling and typing errors must be corrected in the text with a black pen.

**5. Text structuring, characteristics (Our everyday language 18.)**

The basic and further educations are accompanied by the writing of various essays. More extensive and/or structured texts (including lesson plans) raises various specific spelling problems. Let us now overview the order and spelling of text fragmentation.

The system of symbols for segmentation is regulated in an agreement. We use the draft of a possible imagined topic to illustrate the symbols that can be used. Our topic is the inspection of two highlight learning skills: reading and thinking. Let's give our paper this title: *The State of Basic Learning Skills among Pupils Aged 6-10.*

Most probably, the essay starts with an *Introduction*. The body text of the essay should be divided into two main parts: the study of reading and the study of thinking. Since these will all be further subdivided, let us denote the chapter on reading by the roman number *I* and the thinking chapter by *II*. Within Part I, four sub-chapters may follow: A) The state of reading in the first grade, B) ...in the second grade, etc. However, even these chapters will be subdivided. Within each of these four chapters, we have to present: 1. the test, 2. the test results, 3. the interpretation of the test data. As Chapter *I* will not be homogeneous either, we can shape the following sub-points: a) Description of the test, b) Presentation of the measuring instrument, c) The mode of data processing. The four levels of the essay are thus indicated as follows: the first in Roman numbers, the second in capitals, the third in Arabic numerals, the fourth in lower case letters. In a thesis or its draft, this is usually enough, especially if we consider that within the levels, further subdividing can be applied through the heading order.

A few more spelling tips. One of the most common mistakes is the use of the "moustache". No such notation is allowed! Instead of small horizontal bars, you can use letters: a), b), etc., but starting new paragraphs may also be sufficient. Segmentation structures are designed so that this would be the last level of segmentation. Further common mistakes are: *1.) I), a., a.),*

etc. These are very widely used markings, but they are still incorrect. Learn and use the correct forms! To turn a number into a serial number, put a period after the number *1*. And nothing else! However, we do not put a full stop after the letter, the correct form is thus: a).

Now we can turn our attention to the content of the essay. And if that is just as logically and correctly developed as the segmentation and characterisation after implementing the above instructions, you can be proud of our essay.

## Simmelweis University, András Pető Faculty

**Name of Student  
(Researcher):**

**Name of supervisor teacher:**

**Name of Research Workshop:**

**Title of the planned research:**

**1. Short presentation of the preliminaries of the research, research concept**

Problem definition (motivation of the researcher), preliminary study of the literature, and then obtaining specific information – short and draft overview of relevant studies in the national and international literature (author, year, reference to results of the research in concern)

Purpose of the research

Questions of the research (and any relevant hypotheses)

**2. Presentation of the research design, organisation of the research**

Research schedule (starting and ending date, presentation of how the research is organized (number of occasions, daily/weekly/monthly frequency, etc.)

Location of the research

Presentation of the research sample (if relevant: characteristics of the test group and presentation of the control group – distribution of sexes, age groups, diagnosis, other aspects)

Research methodology (applied research approach – qualitative approach, quantitative approach, mixed research approach), relevant methods that are planned to be applied, presentation of research instruments assigned to these methods)

Handling of data we have been made aware of during the research activity

**3. Short presentation of expected results**

Analytical evaluation and presentation of the results:

- presentation of how you intend to organise the data analysis – e . g . individually or with a fellow researcher (independent inspector), or possibly, organized as a researcher subtask in the research workshop,
- a draft outline of your preliminary expectations concerning the partial and final results,
- and after the preparation of the analysis, will its presentation be implemented in a competition by the Scientific Students' Association, as a conference lecture or by means of a thesis evaluation?

To what extent can the implemented research contribute to a more thorough understanding, exploration and development of the research area in concern?

What novel scientific or generalisable practical results can be expected from the research that are relevant to the researcher?

/ We recommend you to prepare a 2-3 pages long research plan, taking account of the above recommendations on form and content./

**Research workshop leader's signature**

**Supervisor's signature**

**Appendix 3.**

**CONSULTATION CERTIFICATION SHEET**

**Name of Student:**

**Class, group:**

**Topic of the Thesis:**

**Name of supervisor teacher:**

<b>Denomination</b>	<b>Time of consultation</b>	<b>Certification of consultation (signature)</b>
1. consultation		

**The thesis can be forwarded for evaluation.**

**Research workshop leader's signature**

**Supervisor's signature**

**CERTIFICATION**  
**on the submission of a thesis**

We hereby certify that today.....student's  
thesis items

1 piece as bound,  
1 piece as laced,

have been received by Pető András Faculty, Student and Career Office.

Budapest, .....

.....  
Thesis submitted by:

.....  
Thesis received by:

**Application for research ethics permission**

When planning the implementation period of the research, please, take into account that the deadline of evaluation is 30 days. Prior to issuing the permission, the committee may ask for a formal or content related update of the application, in which case the 30 days available for the evaluation restarts. *Research activity can only be commenced in possession of a valid ethical permission.* It is not possible to issue a permission retrospectively for a commenced research. In such cases the research is invalid and the collected data cannot be used.

The application for permit must be sent to the committee *electronically* to the: [pak.tukeb@semmelweis.hu](mailto:pak.tukeb@semmelweis.hu) email address and a copy must be sent to [pulay.mark.agoston@semmelweis.hu](mailto:pulay.mark.agoston@semmelweis.hu).

The final version of the research ethics application, along with all necessary attachments, should also be sent in a printed, *paper based* format to the Vice Dean for Academic Affairs (Room 218).

Appendices included in the *guidelines* should also be attached to the application.

Applicant's name	
Scientific rank	
Workplace	
Position	
e-mail address	
Phone number	
Name of the supervisor in case of a doctoral /student's research / name of the research group leader in case of a research implemented in a research group	
Name, profession, workplace, position of any further experts/students and their role in the planned research.	
Scientific area(s) of the research	
Expected starting and ending date of the research	
Date of submitting the application	
Purpose, justification and a	



short description of the planned research, (max. 500 words)	
Main hypotheses and questions related to the research.	
Selection and presentation of research participants	
Mode of agreement.	
Location of data recording	
Short description of the research	
Presentation of the inspection equipment	
Confidential handling of the data of persons participating in the research, data protection, data storage.	
Is there any further ethical aspect of the research that has not been so far referred to? If there is any, please, let us know!	

Underline the appropriate item!			If you choose YES for any question, let us know how you intend to take care of the physical and mental protection of participants.
Does the test come with the presentation of unpleasant stimuli?	YES	NO	
Does the test create unpleasant situations?	YES	NO	
Does the test create pain?	YES	NO	

Does the test include persons living with disabilities?	YES	NO	
Does the test involve the participation of social minority groups or the members of other vulnerable groups?	YES	NO	
Does the test involve mental patients or mentally vulnerable persons?	YES	NO	

Does the test impose any risk of physical injury?	YES	NO	
Does the test involve deception of the participants or partial hiding of the purposes?	YES	NO	
Does the test involve such procedure that may even unintendedly cause distress or suffering (eg. in-depth interview)?	YES	NO	

Sources of the research criteria	
Conflict of interest	
Planned dissemination	

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**STATEMENT OF CONFIDENTIALITY**

I, the undersigned ..... (birth place and time:.....) hereby state, in full awareness of my responsibilities, that I will handle all personal and special data and other information as strictly confidential that is disclosed to me in relation to the research titled .....  
.....  
(*title of research/essay*), and I will not transfer such information to any third party in any mode or in any format.

I declare that I have an accurate knowledge of the equipment intended for recording the data, I use such equipment for its intended purpose, and I take responsibility for it.

Budapest, .....

.....  
signature of the person implementing  
the research inspections