Universitu of Prishtina "Hasan Prishtina"
Faculty of Education

MASTER THESIS GUIDEBOOK

FOR MASTER PROGRAM STUDENTS AT THE FACULTY OF EDUCATION

PRISHTINA, 2016

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CONTENT

INTRODUCTION

The Master thesis work represents the final part of the *master* program as per program planning. This Handbook is an important guideline and orientation, which focuses on the skills and strategies needed for planning, conducting research and writing of the thesis.

Master thesis, as the final stage of second level studies, enables students to demonstrate the skills and knowledge necessary for the organization and completion of a research project. The master thesis is a research project to be realized according to the rules set out in this handbook and the associated template "Model for writing master thesis", which set standards for the implementation and presentation of the master thesis. Master Thesis differs from other forms of writing due to the fact that at this level the situations are analyzed in a broader and deeper way. Through implementing the master thesis research, the student explains a certain phenomenon or issue and comes to generalizations that can be used to expand knowledge or solve certain educational problems in an overall context. Usually, the most successful projects are those which are more specific and address a problem in detail and in depth manner.

Therefore, planning the master work and the timeline of each stage should be done with special care and in close cooperation with the mentor (leader). Writing the master thesis requires systematic effort to reflect analytically and critically, to summarize and express thinking clearly. This handbook should be read, not only before the start of a critical research project or study, but it is necessary to go through the handbook throughout the process. This facilitates research and enables efficient use of the time during consultations with the mentor and executor of the project.

The handbook provides detailed information about the content, standard and process of project proposal development for master thesis as well as details about the research process and procedures to be followed in the Faculty of Education up to thesis defense as a requirement for graduation. In relation to the content of research implementation, it is always the working agreement between the mentor and student that sets specific rules to be followed during the work but without deviating from the general framework of this handbook.

This handbook aims at providing the support and effective organization of preparation procedures, mentoring (leading), thesis defense and assessment of master thesis in Master Programs of the Faculty of Education. However, this handbook should not serve as a substitute for research methodology literature but should be used in addition to it continuously.

MASTER THESIS: STANDARDS AND PROCESS

Faculty of Education offers Master programs with different ECTS credit values and consequently the nature of MA level theses will differ according to the number of ECTS assigned to the master thesis. Master thesis in programs of 90 ECTS and 120 ECTS are allocated 20 and 30 ECTS, whereas those in 60 ECTS master programs are allocated 10 ECTS. The conceptualization and implementation of these different types of master theses will differ in two aspects - the number of words and the nature of the study conducted. In master programs in which the thesis is worth 10 ECTS, the type of the research should be of applied nature (10,000-12,000 words), while others allow for more extensive research of a profound scientific nature (12,000-15,000).

Master studies at the Faculty of Education are completed upon finishing and defending the MA thesis. Each student is allowed to prepare and submit a master thesis after he/she has successfully completed the courses of the study program. The student/ candidate in agreement with the professor (potential mentor) submits a project (research) proposal to Department Council by following the procedures and standards outlined in this Manual.

The Department Council reviews project (research) proposals submitted by candidates and upon reviewing, the Department Council may accept the proposal, reject it, or return it with feedback for improvement until the next meeting. The Department Council has the right to also propose a change of mentor if it considers that the topic is more appropriate for a mentor of the relevant field in order to increase the quality of research.

Following the approval of the draft proposal by the Department Council, the Faculty Council needs to approve the proposal by issuing a written decision. Faculty Council also decides on the number of master thesis topics for which one professor may be a mentor during one academic year (see Regulation of Master Studies for other details and elaborated procedures). The Department Council and the Faculty Council coordinate their activities, taking into account same reference points as regards to the: nature of the topics that may be conducted at the Faculty of Education; profilization (orientation) of the academic staff in mentoring field-specific master topics depending on the academic preparation of personnel and their research experience; standards of evaluating the research proposals and Master Thesis.

The Master Thesis is an individual work of the candidate and the work is carried out in agreement and under the supervision of the mentor. The candidate carries out an independent research for an identified problem in a

specific field of education with regard to the field of study of the program. During the research process the candidates must demonstrate that they are able to conduct research and report on the entire research process, leading to the final text of the master thesis. Therefore, a genuine research always begins with review of the literature to identify the problem of the study and formulation of research purposes (followed by research questions and hypotheses depending on the type of research), defining the research methodology, preparation for data collection, implementation of data collection, analysis and interpretation in order to reach the final stage of writing the master's thesis.

The work on the master thesis enables students to, first of all:
- Deepen and widen their knowledge on a specific field/area
- Demonstrate knowledge and gain experience on the research process, starting from defining a problem up to the drafting of the research report (Master Thesis)
- Demonstrate skills and experience data collection and data analysis processes
- Demonstrate skills to critically elaborate a chosen topic
- Demonstrate skills to organize research results in written and orally
- Demonstrate writing skills for academic purposes.

Thesis written in Albanian language must have a summary in English, and if the thesis is written in English, it must have a summary written in Albanian. The Faculty of Education offers an additional material for the students and mentors - "The Model of Writing a Master Thesis" - a document which is in harmony with the main principles of this Handbook and provides other guidelines in formatting and structuring the Master Thesis.

General provisions and principles of completing a master thesis

Thesis as an original knowledge contribution – The thesis, prepared within the master programs must be an essential and original contribution to knowledge. The student/candidate assures that the proposed topic is not a repetition of a previous work (i.e. the topic is innovative), and is grounded on reelvant literature from the field. Within the literature review, the student must also consider the previous Master and PhD thesis, so that he/she can build upon previous work locally in adittion to relevant literature broadly.

Mentoring - Each student has the right to choose a mentor. The Mentor must have the title of professor, in order to help and guide the work of the student. In principle, the mentor must be appointed from among the professors of the faculty and has to have the academic and scientific experience in the respective field. Once the mentor accepts the student's proposal of the master thesis, the student requests approval from the Department Council and the Faculty Council, based on the draft proposal. In certain cases, the candidate may be assigned a co-mentor on the grounds of supporting the candidate or due to the multidimensional nature of studies.

Consultations - During the process of writing the master thesis, the student must have regular consultations with his mentor. It is not advisable for the candidate to work a long time independently and then consult the mentor later and deliver a large paper, without first obtaining suggestions for each step of the implementation of the master thesis including issues like the finalization of instruments for data collection and review of the literature that can sometimes be wrongly perceived as minor details but in the wider context are essential. Consultations are also the responsibility of the mentor who must be proactive in working with students and possibly (if he/she is mentoring more than one student) organize meetings where students will share their experiences during the implementation of their research.

Thesis assessment committee - The Faculty Council, on the recommendation of the Department Council, will appoint a three member comittee for each master thesis at the time when the project proposal and the mentor for the specific proposal are approved. The mentor is one of the three members of the committee. The members of the Committee must be from the relevant area of the research proposal with demonstrated research experience in the reelvant field of proposed topic. For the Master Theses that address the aspects of subject didactics, it is advisable to have at least one Committee member that has a pedagogy, philosophy or psychology background. The mentor is responsible to organize sessions where the committee and students review progress based on the needs identified by all parties. At minimum, the Committee will need to endorse the progress of student research and his/her plans at the time when the student is about to start data collection process.

Assessment - The final copy of the master's thesis must be prepared and completed when it is submitted for assessment to committee members.

If there are comments and remarks, then the candidate must amend the thesis again and when Assessment Committee members are satisfied with the quality the thesis is proposed to the Faculty Council (following the conclusion of public discussion) through the Department Council. Each member of the Committee is obliged to be active in the preparation of the assessment report and completes the specific assessment form presented in the section below "assessment criteria". Individual assessment forms will be an integral part of the assessment report). In cases where there are disagreements between the Committee members, Faculty Council will involve a fourth member who will write a report to the Council before the Council makes a final decision. In order to procced to the defense stage, the thesis must reflect at least the minimum passing requirements in all the criteria set out in this manual (Section Assessment criteria below in this document) . Following the completion of public debate period and positive evaluation of the Thesis by Assessment committee Faculty Council, on the recommendation of the Department Council endorses the public defense and establishes the defense committee which may be the same as Assessment Committee. All members of the Faculty Council, in addition to the Thesis manuscript, will receive copies of the individual committee members assessment as well as the final report at the meeting when a specific Thesis is being approved.

Public discussion - After the assessment by the Committee, the thesis and the assessment report are put for public discussion for a period of 15 days. All academic staff of the Faculty of Education will receive electronic draft of master thesis, that has been assessed by the Committee and comments may be provided in electronic or printed format to the head of the Department Council within the deadline set in the Regulation of Master Studies**.**

Defense - The student defends his/her master thesis before a committee appointed by the Department Council and approved by the Faculty Council. His/her thesis defense is open to the public. The student is given approximately 30 minutes to present his/her research results (using information technology and other techniques as appropriate). After the presentation, the committee sets out the questions that need to be linked directly with the candidate's thesis. Questions may also be submitted by other participants (public). The candidate has the right to ask for additional time to prepare answers (usually up to 30 minutes). Committee members listen to the answers and provide comments with respect to them, or require additional explanations. Then,

the committee members meet for consultation to assess the candidate's written thesis and the defense presented by him/her. In the end, the result is announced in public. After the defense, all Theses are published on the website of the Faculty of Education and a copy placed in the library of the faculty. Printing master theses should be done on both sides of an A4 sheet.

Timeline – The process of completing Master thesis is outlined in the following details below:

- The Master Thesis should be completed within 12 months form the date when Faculty Council approves the project proposal and includes the time until the student has publicly defended the Master Thesis;

- Students can submit the research (project) proposal only after they have completed all the coursework;

- The evaluation of the Master Thesis manuscript should be completed by the Assessment Committee within 1 month after the student has formally submitted the manuscript for the evaluation;

- The public discussion phase lasts for 15 days;

- The Faculty Council should set up the defense date within 1 month after the completion of the public discussion phase.

- In case students do not manage to complete the Thesis process within the 12 months period after the date of approval of project proposal, students can apply to obtain approval for a 6 months extension by the Faculty Council.

Format – The Thesis should be written by using *Times News Roman* font, 12. The 1.5 spacing should be applied throughout the document. Other formatting details are presented the ''Master thesis template'' document.

Assessment of master thesis

Below are outlined Master Thesis evaluation criteria[1] which should be used for the evaluation of the Master Thesis by the Committee as well as during the drafting of the final evaluation report. Furthermore, these should be used as reference points for students and mentors during the implementation of the research project.

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[1] The criteria have been developed based on the samples of Jyvaskyla University (Finland) and University of Bedfordshire (UK).

Grade	CRITERION 1: Theoretical conceptualization of the studied phenomenon; use of sources	CRITERION 2: Research problem definition and research questions	CRITERION 3: Data collection methods and the relevance of data	CRITERION 4: Analysis of the research data	CRITERION 5: Presenting the results and answering the research questions	CRITERION 6: Interpretation of the results; discussion	CRITERION 7: Language and structural coherence
5	Insufficient (fail)	Insufficient (fail)	Insufficient (fail)	Insufficient (fail)	Insufficient (fail)	Insufficient (fail)	Insufficient (fail)
6	Poorly conceptualized or chosen theoretical approach in relation to the focus of the research task. Weaknesses in the use of sources, e.g., restrictedness, lack of source criticism, use of second-hand sources.	There are flaws or incoherence in the definition of the research task or focusing of the topic. The connection to theory is unclear.	The choice/use of data collection methods is inadequate or inconsistent. The data are modest, fragmental or unrepresentative with regard to the research tasks.	No systematic analysis; e.g., disconnected observations based on the data or analyses including clear methodological errors or incoherencies.	Superficial and summarizing. Presentation list-like or insufficient. Incomplete answers to the research questions.	Insufficient and list-like. The interpretation of results remains on the level of observations and findings as such	Relatively poor and/or unfinished. The structure is illogical in places, or the thesis includes language errors that make it impossible to understand the content.
7	The theoretical approach is loosely connected to the research task. However, the use of concepts is not always clear or in line with the research tasks. A reasonable amount of sources, their use fairly relevant.	The research task has been outlined and the topic is related to the discipline. However, the research questions are vague or incoherent in relation to the theory and/or data.	The research questions can be answered based on the data, but there are lacks in the data or in the quality or quantity of the methods used in data collection.	The data have been analyzed superficially, or the analysis has methodological shortcomings. However, the most central contribution of the data has been brought out.	The results have been presented formulaically. The connection between results and research questions remains modest.	Fairly restricted, but one can see a connection between the interpretation of results and the theoretical starting points and earlier research.	Some language-related problems or errors but reasonably clear structure.

8	The chosen concepts and theoretical approach are described appropriately, manifesting sufficient knowledge of domestic and international literature. The sources are sufficient and well chosen.	The research task is coherent in relation to the theory and/or data. The research questions have been clearly defined and the reasons for the topic's significance have been stated.	The choice and use of data collection methods is mainly flawless. The data are suitable for answering the research questions, as well as sufficiently broad and diverse.	The analysis has been carried out appropriately and systematically in relation to the research task and nature of the data.	The results have been presented in a clear and structured way (e.g. samples of data, tables, figures). The results answer the research questions.	Good-quality dialogue between earlier research, theory and own findings; themes for further research have also been presented.	With respect to language, the study is of a high level. The structure is coherent and clear. Nearly flawless language.
9	Skillful presentation and use of the chosen concepts and theory. The use of domestic and international sources demonstrates good familiarity with the topic.	The research task and questions have been described precisely, justified diversely and related skillfully to the theory and data. The topic is significant, and the reasons for its significance have been well stated.	The choice and use of data collection methods is flawless and competent. The research data are very suitable for the research tasks and enable diverse analyses.	Careful and skillful analysis that utilizes the data in a variety of ways and takes into account the richness and details of the data.	Illustrative and flawless. The results logically answer the research questions, and the relation to theory is demonstrated.	Systematic, broad and analytical discussion on results, as well as theorization in relation to earlier knowledge. Synthesizing based on the results and discussion on their applicability.	Nearly flawless with respect to language and terminology use. The structure of the thesis is harmonious and proceeds logically.
10	A coherent theoretical approach has been expressed in the study with distinction. Mastery of concepts is flawless and insightful. The use of sources demonstrates a profound familiarity with the discipline.	The research task is scientifically significant. Definition of the problem is of a high level and innovative. The topic is clearly more demanding or significant than usual, and the research task is challenging or creative.	The data collection methods are demanding, or their use has been skillfully tailored to meet the research needs, possibly including methodological development. The carefully collected data enable scientific reliable evidence and conclusions.	Goal-oriented, systematic analysis, skillfully utilizing suitable, advanced analysis methods. Methodologically high-grade analysis.	The results have been presented excellently. Findings are prioritized in relation to the research questions, theory and evidence.	Interpretation of the findings, including mature discussion, analysis and argumentation, is in relation to the theory and earlier knowledge. Insightful and critical consideration of the limitations of the study and of research ethics. Independent, creative contributions regarding, e.g., methodological development, analysis of solutions or theory construction. Faultless structure from the perspective of academic writing conventions. Coherent style and high level language.	

Description of grades/standards

The descriptions below should be used as reference points to do the overall rating in the evaluation form of the specific Master Thesis:

5 (insufficient). The study has violated the basic ethical principles. The topic studied is not relevant and the theoretical background is not connected to the problem being studied. The study does not use adequate data for the study and the presentation of the findings does not link with the research questions and problem being studied. The language is not acceptable for academic writing.

6 (sufficient). The study meets the minimum requirements for master's theses in education. The background of the study is either too narrow or too broad. The purpose of the study is discussed to some extent in the Introduction. However, connections to background theories and earlier research as well as to pedagogical and educational practices are not explained. The summarized theories and studies are loosely related to the research problems. The use of research methods is inadequate or inconsistent. The presentation of results is superficial or list-like, and there are shortcomings and inconsistencies in the results or conclusions. Discussion is scarce and does not reach a more general level of interpretation. The language is fairly poor and unfinished.

7 (satisfactory). The topic is ordinary, or its justifications or focusing are insufficient. Relevant theories and research results have been presented in a list-like and mechanical manner, or the presented background as a whole is too broad or too narrow. The author has tried to relate the starting points of the study, as well as the research tasks and problems, to earlier knowledge, but has not succeeded. Some of the research tasks are only loosely connected to the background or are not considered in connection with the results. The research methods have shortcomings in, for example, methodological handling. The results are presented formulaically. The connection to the background remains modest. The interpretation of results demonstrates a connection to the starting points of the study and to earlier results.

8 (good). The significance of the thesis topic has been stated and demonstrated. The theoretical background of the study has been thoroughly studied, and it shows familiarity with earlier research. The chosen literature

is relevant to the research problems, and foreign literature has been used as an essential part of the study. The background theory of the thesis or the practical basis of the phenomenon has been explicated, and the relation of the research task/problems to them has been demonstrated, but it has not been done thoroughly. The choice of re-search method has been justified in a way which demonstrates knowledge of other methods as well. The method is applied in a conventional way, mainly correctly. The interpretation of results is of a high level, as are the conclusions, and there has been an effort to accomplish a dialogue between theory and empirical findings. Discussion is of a high level and includes links to the definition of the problem and the theoretical background. The results are evaluated and proposals are presented regarding further research on methodological development and/or new problem entities related to the topic. The format of the thesis is nearly flawless and its presentation of a high level. The thesis demonstrates that the author's mastery of the central elements in the research process has developed.

9 (very good). The thesis addresses a new, interesting or important theme, whose problems have been outlined and developed independently. The theoretical background and starting points of the study demonstrate good familiarity with the theory. The research tasks/problems have been described precisely, justified in a variety of ways and skillfully related to the theoretical background. Domestic and foreign research literature has been used diversely. Critical, thorough work has been done in selecting the source literature, as well as in reporting and documentation. The choice of research method and its justifications are methodologically knowledgeable. Data collection and analysis methods are used more competently than on aver-age, and their validity for the research task has been evaluated and demonstrated. The chosen analysis method is in harmony with the research task and the data. The interpretation of results and the conclusions are logical, justified and contribute to the research as a whole. As to the language and structure of the thesis, it is a coherent, high-level entity.

10 (excellent). The topic of the thesis is clearly more demanding or significant than on average. The thesis demonstrates the author's profound familiarity with relevant theory, methodological problems and scholarly practices, in addition to excellent mastery of research work and reporting. Independent and internalized thinking is visible in several subareas of the

research process, particularly among the evaluation criteria:

a) restructuring and synthesizing theory and earlier research in a way that produces new perspectives

b) freshness, significance and innovativeness of the research topic and task

c) focusing of research objectives, starting point and problems

d) choice, development, evaluation and application of data collection and/or analysis methods

e) interpretation of results, conclusions and discussion.

Master's thesis evaluation form

Instructions: The form will be completed by all members of the committee individually and submitted together with the evaluation report. The committee members will have to agree on a common final grade for the Thesis based on individual evaluations and specify that in the final evaluation report. The individual evaluation forms are annexed to the final evaluation report.

Author's name (of the Master Thesis):
Thesis title:

Department/Program:
Thesis supervisor(s):

Evaluation criteria (5 = insufficient, 10 = Excellent)		5	6	7	8	9	10
1.	Theoretical conceptualisation of the topic; use of sources						
2.	Research problem definition and research question						
3.	Data collection methods and the relevance of data						
4.	Analysis of the research data						
5.	Presenting the results and answering the research questions						
6.	Interpretation of the results; discussion						
7.	Language and structural coherence						

Master's theses are graded on the scale of 5–10 (5 = *Fail*, 6 = *Sufficient*, 7 = *Satisfactory*, 8 = *Good*, 9 = *Very good*, 10 = *Excellent*).

Justification for the evaluation and comments:

Final grade: _____

Place and date: Prishtina, _____ / _____ 20____

Committee member (Reviewer) signature _____

Name in block letters
Position / job title

MASTER THESIS PROJECT PROPOSAL

The content of master thesis project proposal

The project proposal for the master thesis is approved by the Faculty Council upon recommendation of the Department Council. The project proposal should not be understood only as a *formal request*. In fact, it is a detailed plan of student research. If the plan is problematic in one or more segments or is clearly not well conceived, then it represents a precondition for an unsuccessful and low quality research for the master thesis. For this reason, the development of the project proposal should be considered as a very serious task of the student and the mentor, and the student should not start the research if there are any ambiguities either in the correct perceiving of the problem studied, or in the methodological approaches to be followed. For this reason, the preparation of the project proposal should be seen as a shared responsibility of the student and the mentor, drafted by the student as independent and individual work.

A master thesis project proposal contains:
Thesis title
Abstract
Keywords
Introduction
Review of literature
Definition of the resarch problem, purpose, questions and hypothesis
Research methodology
Expected research results
Time frame of conducting the study
Bibliographic references

The master thesis project proposal should not be more than 10 pages. Details on all parts of the project proposal are elaborated below.

Thesis title
The title of the thesis should be short and clear (recommendation: in principle no longer than 20 words). The title should be coheret with the real content of the topic, purpose of the research. The student should avoid

general (abstract) words/expressions and should try to develop a concrete and specific title that clearly communicates to the reader the idea this master thesis/research is about. A good headline connects well with the research question and keywords.

Abstract

The research is presented through an abstract: definition of problem, why the study is important (in relation to contemporary discussions on the respective topic), what is the research question and general hypothesis, methods, instruments and expected results. In principle, the abstract should not be exceeding 350 words.

Key words

Keywords are descriptive words on the research topic. In principle, 3-5 words that are presented in alphabetical order.

Introduction

This section introduces the problem and the importance of the selected problem and elaborates the reasons that have prompted the candidate for choosing the topic and the respective problem. The candidate elaborates the key concepts of the proposed research.

Literature review

In this part, the candidate makes a general description of the "field of study" and establishes the study topic within this field. It is necessary to present, compare and evaluate the most important theoretical inputs related to the proposed topic. It is recommended to present a detailed description of the respective research (research articles, books, research reports),conducted by other authors (local and international) with a focus on their findings and conclusions. Literature review should not be a list of the selected materials nor a sumarry of selected quotes but it should rather be a purposeful summary of what the existing literature says about the problem being studied including specific quotes and paraphrasing soecific ideas from the literature. The candidate should also make clear the rationale and relevance of the theoretical contribution of the proposed research and the opporturnities for further researaching the selected topic.

There can be two weakenesses of the literature review: too broad or too limited literature review. In general, only main literature is required

for the project proposal, including local and international literature. A number of 10 to 15 sources are sufficient for the research proposal because it is neccesary to know that the master thesis will not be only a systemtic discussion of a certain topic and that there is sufficient literature for specific topic. In the final process of drafting Master thesis the number of bibliographical references should be bigger than in the project proposal. Both at the project proposal and master thesis the literature should be dominantly from primary sources and of scientific character.

Definition of the resaerch problem, purpose, questions and hypothesis

The *research problem* should be defined clearly, accurately and well. *The purpose of research* should be harmonized with the defined problem. The presentation of the problem and its relevance must be *connected* with the theoretical perspective (i.e. literature review), but also with the research questions and hypothesis and research methods presented. A weak point in finalizing the project proposal is that the candidates fail to ensure a good connection between the definition of the problem and purpose with the other stages, such as the theoretical perspective, questions and hypothesis specified, as well as the data that are meant to be collected for the particular study.

Research questions and/or hypothesis need to be formulated in a way that allows us to give an answer to the question and verify or reject the hypothesis. It is recommended that there should be one main research question but there can also be other sub-questions in order to make the focus of the study more specific. The research question needs to be clearly formulated, proecise, realistic and challenging. The research question narrows the focus of the study which has been targeted at the problem definition and formualtion of the research purpose.

Quantitative studies may have a research hypothesis (or more based on the defined problem and number of questions raised) that can be tested and verified (so they should be measurable phenomena) and the researcher should be aware of the statistical tests and analysis. The research hypothesis needs to be clearly defined in a way that avoids double meaning or extra effort. A hypothesis that cannot be verified in a certain statistical way is *not a hypothesis*.

The student needs to consult additional research methodology literature in collaboration with the mentor to clarify the specifications and type of research questions, the kind of hypotheses and the need for adequate

statistical methods to support or reject the hypothesis. In the project proposal, the necessary arguments and explanations should be provided based on research methodology literature not older than 15 years.

Research methodology

The student should elaborated in this section the methodological choices and support those choices through referencing research methodology literature. First of all, the student should define whether the proposed study is a qualitative, quantitative or mixed methods research. Further, the student should elaborate the methodology or strategy that s/he has chosen for conducting the study. At this stage, the student needs to ensure the link of the approach with the nature of the resaearch question in order to ensure that there has been an adequate choice of the methodology.

The methodology section should also include the following:
- Sample: the sampling type and frame, characteristics, main parameters and procedures;
- Data: information that will be collected to provide the opportunity to interpret the reality and providing the opportunity to answer the research questions;
- Data collection instruments: the instruments that will be used, how they were developed and variables and constructs that they reflect;
- The procedures and circumstances of data collection;
- Elaboration of the statistical processing and analysis of quantitative data analysis of qualittaive data (depending on the study) that will be conducted.

Expected research results

The research proposal should specify the expected results based on the previous sections of the proposal. Also, it is recommended that the candidate should introduce the expectations for contributing to the existing knowledge, theory and practice in the relevant area.

Timeframe of conducting the research project

A time frame should be developed for the implementation of each step in the research process. Deadlines should be as specific as possible by addressing all elements and steps of conducting the research and time needed to conduct them. It is not necessary to give specific dates, but at least the

number of days it takes to accomplish a particular research step. Presentation of the schedule can be done in a table form.

Bibliographic references

The basic principle of using the literature is that only the references used (those that have been cited and paraphrased) should be included in the reference list. The references and quotes should be done based on the APA standard (American Psychological Association). The details about this referencing style are provided in the following link http://www.apa.org/, while here we only few basic suggestions are provided.

The APA referencing style requires that the author places the reference in text not only at the end in the list of references, I.e. Jones (1998) arguments that- stated that..., or another way to refer to such a source is by putting in brackets the surname of the author and the year of publishing, whereas the full reference is indicated at the end of the paper, under the list of references. An idea may be paraphrased or put in quotation marks, if the idea is fully copied from the source or paraphrased.

Another way to specify a paraphrased source is to specify at the end of the sentence/idea in brackets the author, year of publication and page number. In each model mentioned above, there should be a full reference in the bibliography part at the end of the paper. So under the bibliography part, we cite sources that are mentioned somewhere in the text and not the materials that are used for general reading.

Basic instructions: Below is an example of how to write bibliography references (surname and name of the author, year of publication, title of book, place of publication and publisher):

Calfee, R. C., & Valencia, R. R. (2008). *APA guide to preparing manuscripts for journal publication*. Washington, DC: American Psychological Association

Below is an example of how to write bibliography references for an article in a scientific journal (surname and name of the author, year of publication, title of article, and title of journal, volume, and page number):

Wegener, D. T., & Petty, R. E. (2004). Mood management across affective states: The hedonic contingency hypothesis. *Journal of Personality &*

Social Psychology, 66, p. 1034-1048.

The proper way to reference an electronic source: The author's surname, the first letter of the name, date / year of publication. Title of the article / material, volume and number if any, the date it was taken from the Internet, as well as the web-address, i.e.

Bernstein, M. (2006). 10 tips on writing the living Web. *A List Apart: For People Who Make Websites, 149*. Obtained on 02 May, 2006, from http://www.alistapart.com/articles/writeliving

For more details on citing and preparing references/bibliography, please consult the *"Publication Manual of the APA (American Psychological Association, 6th edition"* (2009).

Also, other samples are provided in the Master Thesis TEMPLATE.

RESEARCH ETHICS AND PLAGIARISM

Plagiarism is a form of academic fraud. All students must have a clear understanding of the notion of plagiarism and avoid plagiarism in their work during their studies. Plagiarism is when a person uses someone else's idea as if they were his. This phenomenon is strictly punished in the academic community and to avoid this, students (and teachers) should make reference to the source of each idea that they use in their work.

A special attention during research work should be paid to *ethical procedures*. In fact, research does not occur in an "ivory tower". They are carried out in social and natural environments. Therefore it is important for students to consider ethical and professional standards and to observe them in the classroom and in the environment where research is conducted. On the contrary, there will be obstacles and difficulties throughout the process of research. Often, the collection of personal data can be a very sensitive issue for individuals or social groups. Also, conducting various experiments or complying with legal norms is often associated with various obstacles. For this reason it is more than necessary that at every stage of research one considers the "research ethics" and academic integrity.

The main principles of research ethics are:
- Respect for human dignity (treating people fairly and respect of human rights);
- Usefulness (quality efforts and better use of resources, non-exploitation of research participants, research done to do good and not damage), and
- Justice (the importance of impartiality, equal access, copyright compliance, respect of individuals or groups of persons with special needs, etc.).

During the research work, students should respect academic integrity and try to:
- Accept / recognize the contributions of other sources in their research efforts;
- Complete their research work independently;
- Follow directions for research work while respecting the standards of academic discipline, and
- Avoid engagement in any form of academic dishonesty.

Therefore, prior to starting the research work, students should consider the adoption of ethical statements by participants of their research.

The Department Council will examine all project proposals to identify the problems of plagiarism in the early stages of conception of the topic/title, while the assessment committee and all other parties in the process of public discussion and in any other stage before the defense may raise doubts to the Faculty of Education for plagiarism and the faculty will take measures to confirm the doubts. If so, the Faculty Council will take appropriate measures in accordance with the Regulation of Master Studies and other applicable standards at the University of Pristina.

ANNEXES
Annex 1. Application for master thesis project proposal

UNIVERSITY OF PRISHTINA
"Hasan Prishtina"

UNIVERSITAS STUDIORUM PRISHTINIENSIS
Nëna Terezë, 10000 Prishtinë, Kosovës
Tel:+381-38-244183   URL: http://www.uni-pr.edu
Fax: +381-38-244187 Mail: rektorati@uni-pr.edu

FACULTY OF EDUCATION

To the Council of the Faculty of Education

Requesting approval for conducting master thesis

Master thesis proposal for the "_____" program

Student's name and surname _____

Date of submission of request _____

Mentor's name and surname _____

Proposed title of the master thesis:
_____
_____
_____

Signature of mentor: Signature of student:

Master thesis project proposal (no more than 10 pages) according standards defined in this handbook, is attached to this request.

Annex 2. Drafting ethical statements (examples)

ETHICAL DECLARATION

I, _____, hereby promise to ensure good ethical practices while conducting my research. I promise that at any time I will request permission to conduct the research, will ensure reliability and respect the right of participants to withdraw at any time from the research.

(Your signature) _____

Annex 3. Request for permission to conduct the research

<div style="border:1px solid black; padding:1em;">

Address of your institution
[Date]

[Name and address of the parent/guardian]

Dear sir/madam,

Request for permission to conduct research

As part of my work with [school name, or the name of the project], I am conducting a research in class about how related to encouraging pupils to improve their ability to use computers.

I would be grateful if I may have Your permission for [pupil's name] participation in this research.
To collect the data needed I will use voice recordings and video recordings, photographs, diaries of pupils and reports. I promise you that I will respect confidentiality in each case, unless you ask otherwise. If you are interested in the progress of the work, I will inform you at any time.

I would be grateful if you sign this cooperation agreement
It is sent in two copies, please keep one to yourself.

[Your Signature] _____

[Your Name]   _____

For [your name]
I, [name] promise that [name of participating pupil] will participate in your research.

[Signature of parent/guardian] _____

[Name of parent/guardian]   _____

</div>