

UNIVERSITY OF TARTU  
Pärnu College

**THESIS GUIDELINES**

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## INTRODUCTION

Students have to submit various papers during their period of study. These thesis guidelines (hereinafter Guidelines) contain requirements, instructions and recommendations for the preparation, formulation and defence of theses and other papers by students of the Pärnu College of the University of Tartu. Most of the requirements, instructions and recommendations apply to all papers, including research papers and master theses.

When preparing and drawing up papers (hereinafter Theses), students have to adhere to the established requirements for academic writing:

- clear formulation of the research problem;
- choice of relevant methodology and empirical material to achieve the research goal;
- working through relevant literature and correct referencing of the works of other authors;
- presentation of findings by way of analysis and synthesis;
- the existence and clear demonstration of the author's contribution;
- logical structuring and correct formalisation of the paper.

Recommended literature and examples are presented in text boxes with a blue background. This differentiation is not allowed in students papers.

These Guidelines take into account the thesis guidelines of other units of the University of Tartu. The American Psychological Association Style Guide (APA) has been adopted as the basis for the referencing system for papers and dissertations prepared at Pärnu College with the one addition that in-text citations and references should also include the page number or range from which the citation or reference is taken (American Psychological Association, 2020). For all other stylistic and mechanical aspects of preparing your manuscript, please should follow the instructions set out below in this document.

# **1. WRITING A THESIS**

## **1.1. Types of papers**

Students present papers of various length and content depending on their curriculum. Below are the guidelines for preparing essays, reports, research papers and master theses.

An essay is a scholarly text in a free format on a chosen or given theme, the main purpose of which is to express the author's personal views. Arguments need not be supported by references to sources, although the argumentation of opinions is required. If literature is used, it has to be referenced as required by the referencing rules for theses. The author's thoughts and opinions should form the bulk of the length of an essay. Lengthy quotes or summarising the work of other authors are not allowed. The length of an essay is free or determined by the lecturer or a relevant committee. A typical essay is 5–10 pages long. An essay has an introduction, elaboration on the topic, and a conclusion.

A report is a scientific review of an issue or topic, mainly based on an examination of literature. The purpose of a report is to train a student to work with special literature and develop their skills of expression. A report presents and compares the views of various authors. The author of the report need not present their own opinions or conclusions unless otherwise required by the lecturer. The lecturer also determines the amount of literature to be examined and the length of the report.

When writing a research paper, a student acquires the skills of formulating and defining a research problem and of setting a clear research goal and the related research questions and research tasks. To that end, appropriate research methodology and empirical material are chosen and, with the help of relevant literature, answers are found to the research questions and the research findings are analysed and generalised.

When writing a master thesis, greater attention has to be paid to the integration of theoretical and empirical approaches and to the choice, use, and development of a relevant

research methodology to answer the research questions. A master thesis must clearly demonstrate the student's contribution to researching the problem, to developing the research methodology and to analysing and generalising the research findings. A completed master thesis demonstrates that the student has mastered academic language use and thesis writing skills.

The theoretical part of a master thesis must be at least 1/3 and not more than 1/2 of the main content of the thesis. As in all academic papers, the sources used and the thoughts of other authors must be correctly referenced. The content part of a master thesis is 60–75 pages, excluding appendices. Also a research article can be submitted as a master's thesis (see Appendix 1).

In addition to the above, students are required to prepare various other papers during their study (case studies, projects, business plans, traineeship reports etc.). These Guidelines will be helpful when writing such papers, while requirements for the scope and structure of the paper are presented in the subject syllabus.

## **1.2. Choice of topic for a thesis and extended plan**

The chosen topic and content of a student's master thesis are discussed with the supervisor. The procedural requirements and deadlines for choosing the topic are published on the website of the Pärnu College of the University of Tartu ([www.parnu.ut.ee](http://www.parnu.ut.ee)). When choosing a topic, students are advised to consider the following:

- the relevance and originality of the topic;
- the concreteness and delineation of the topic;
- the possibility to develop the topic in further studies;
- the potential for obtaining literature and empirical information;
- the student's interests, abilities and resources;
- potential supervisors.

Preparing a thesis begins with reasoning the choice of topic, formulating the problem, setting the goal, formulating hypotheses and/or research questions and their corresponding research tasks in the extended plan of the thesis. The goal of the thesis

gives a clear idea of what the author wants to achieve as a result of their work. The goal expresses not merely an activity (to give an overview, to study, to analyse, etc.), but the expected results of the activity.

An extended plan can be prepared following the specific-to-general or the general-to-specific approach. In the former case, the keywords are listed that appear to be relevant and of interest. While listing the keywords, the basic points are logically systematised and keywords with close meaning are grouped. New points can be added to the general thesis plan as the work progresses, while irrelevant or repetitive parts can be omitted. In the latter approach, the chapter structure of the thesis is defined first. The subdivisions that require exploring are then identified. As a rule, the initial extended plan is considerably developed in the course of writing as new ideas and materials become available.

The extended plan should contain the following aspects:

- The title of the thesis, which should be concise and specific, yet provides a clear picture of the nature of the research problem. Abbreviations are not used in titles except the names of organisations.
- The relevance of the topic and the wording of the research problem. The topic must be scientifically relevant and rely on sources, which must be referenced. A brief overview is provided of the topic, first in the world and then in Estonia. The research problem is presented as exactly as possible and the importance of studying the problem is explained. The research problem may also be worded as a question to which an answer is sought in the thesis. Stating a problem is not the same as having a research question, and it does not yet focus on a specific company or location that will be the basis of the research (see Appendix 2).
- The goal of the thesis. This is worded clearly and logically. The goal must help to solve the research problem and pertain to the result, not the process (see Appendix 2).
- Hypotheses and/or research questions. Hypotheses and/or research questions (depending on the research methodology) are worded according to the problem and the goal. The phenomenon being studied and the knowledge sought, which are worded in the topic, must also be reflected in the problem, goal, and hypotheses and/or research questions (see Appendix 2).

- The research tasks. The definition of the stages necessary to achieve the goal (see Appendix 2).
- The theoretical part. This specifies which theoretical approaches are relied on to develop the research problem and which main literature sources are used.
- The empirical part. This provides an overview of the research methodology, research methods and their relationship to theory. This also describes the collection of data and the analysis methods.
- The structure of the thesis. The planned table of contents must be presented, preferably listed as chapters and subchapters.
- A list of references. This is a list of the main relevant theoretical and empirical sources.

When preparing an extended plan (see Appendix 3), think about the time schedule of the planned activities. Reading literature, and processing and analysing data are the most time-consuming activities. Leave sufficient time to formalise the dissertation.

### **1.3. Using literature**

Finding, reading and analysing the scientific literature required for the paper is the student's independent task. Theses must not be based on the writings of only one author. The list of references must contain studies conducted by recognised researchers in the field. When choosing sources, their relevance in the present-day context must be assessed.

Textbooks and lecture notes must not be used as sources. Popular scientific materials and magazine articles can only be used in the empirical part if necessary. In certain cases, if the topic and method of the thesis require the collection of data from the press coverage of various situations and cases, the use of journalistic materials is justified (e.g. for topics such as, "Coverage of the provision of social services in Estonian newspapers" or "Companies as the victims of attacks by the press"). Online academic sources and electronic databases, as well as reference books may also be used. Statistical data used in the thesis must be supported by reliable data (e.g. European Statistics Office EUROSTAT, Estonian Statistical Office, Kantar Emor, etc.). It is practical to follow the table of contents and, at the same time, the lists of keywords and references at the end of



the table of contents, which will help find information on terms or problems and on literature.

Literature is thoroughly examined and analysed after preparing the extended plan. It is recommended to write summaries of the literature after a thorough examination. These abstracts should contain ideas, quotes, definitions, problem development, etc. The author's name and other data required in the reference section and bibliographic record should also be added. This also simplifies creating and referencing a bibliography.

## **1.4. Structure of the thesis**

The parts of the thesis are the table of contents, introduction, substantive content (in chapters), conclusion, references, appendices (as necessary), and summary in Estonian.

The introductory chapter has the following aims:

- To substantiate why a particular research topic was selected. The best way to do this is to provide arguments indicating the need for the research rather than appealing to the opinions of third parties, or personal motives or interest. From the reasoning of the choice of topic arises the research problem, i.e. why the research is necessary, why it is relevant.
- The description of the goal of the paper: which issues are treated by the paper and why, what the student seeks to discover or resolve, and why the approach adopted is suitable. The goal must be achievable through the research and help to solve the research problem. The goal must be result oriented, not process oriented.
- To describe the hypotheses and/or research questions posed to achieve the goal.
  - A hypothesis is a testable scientific assumption arising from theory or experience, which is worded in the event of quantitative research. It is a guess at a possible solution to a research problem that the author attempts to prove through their research. A hypothesis must be simple and testable. It must be possible to draw conclusions from the proof of a hypothesis and the hypothesis must not be so apparent that its result is known in advance before conducting the research. Formulating a hypothesis requires collecting a considerable amount of data.

- Research questions are worded for qualitative studies and their answer must be concrete. The answer to research questions is to be found from the research, which in turn helps to achieve the goal of the thesis. The research question has to reflect the organisation, location, target group or other aspect identified as the subject/object of the research.
- In the event of a combined study, both hypotheses and research questions or only research questions are posed. Hypotheses and research questions must relate to the each other. Sometimes only research questions can be posed in quantitative studies instead of hypotheses.

The topic, problem, goal, hypotheses and/or research questions must be consistent with each other.

- To describe the research tasks set by the author for the purpose of achieving the research goal.
- To briefly present the theoretical background issues, data and methods used. A brief overview of the research carried out in the given field, and references to major works and their outcomes (it is recommended that internationally recognised publications are referred to). The sources used and the authors whose work has been used in the thesis must be referenced.
- To explain the constituent parts of the paper: what are the parts (sections, chapters) of the paper, and how they are necessitated by the overall aims of the paper.

It is important to note that the introduction does not tackle research problems and issues, nor is it overloaded with figures and statistical data. The author's personal motives for choosing the research topic also need not be explained. The thesis introduction is 2 to 3 pages.

The author may draw attention to those aspects that became evident in the course of writing the paper, and which could aid a full understanding of the paper. Such aspects might be problems related to the reliability and availability of empirical data, or people or institutions which provided assistance to the author.

The main body sections should involve both a theoretical and an empirical part. The theoretical part is based on a synthesis of the literature to present the main aspects and

show relationships between previous research and the current paper. The proportion of the theoretical and empirical analysis depends on the topic and goals of the paper. A theoretical treatment of the issue has to be presented even when the main emphasis is on empirical analysis.

The empirical part should contain a description of the methodology, how the research is designed and implemented, the relevance of the particular methods, a correct interpretation of the results, and also a note on the categorisation or coding method and/or data processing software the author has used in the paper. In the results section, an overview is presented of the collected data and their analysis. In the discussion, the findings are related on the basis of the hypotheses and/or research questions and also with the views presented in the theoretical part. The discussion must show whether or not the hypotheses were proved and what answers were received to the research questions. The discussion highlights the similarities and differences between the author's findings and those presented in the literature, and contains the reasoning, conclusions, and recommendations for further research.

Even though students are not expected to come forward with fundamental innovations, each thesis must clearly show the student's personal contribution to the treatment of the topic. This contribution may be evident through the contrast and comparison of different authors' opinions (theories), where the student presents his or her personal views and opinions, makes generalisations, conclusions or recommendations on the basis of the literature studied, or provides an assessment of the opportunities for applying the theory or model in practice in a concrete set of conditions (based on concrete data) and so on. It is essential that students avoid referring to only one author, praising the work highly or criticising it harshly; they should present arguments and counterarguments and analyse whether positive processes also contain negative issues (for instance by showing potential negative results in other fields or over a longer period).

The main body structured in chapters should be well balanced and avoid too many structural levels as well as long undivided portions of text involving large numbers of research issues. The lowest level subsection in a chapter should not be less than one page in length. Each level has at least two subchapters. Each chapter should end with a

summary of the chapter. The sample table of contents in Appendix 4 presents one possible structure for a thesis.

The conclusion presents how the set goals were achieved, presents the main results and conclusions. The conclusion covers all parts of the paper (theory, methodology, results, suggestions, recommendations) in equal measure but a mechanical compilation of all previous sections must be avoided. Hypotheses and/or research questions set out in the introduction must be answered. Even a negative result is a result; for example, if the research showed that the chosen methodology did not provide an answer to the question, the conclusion should note what could have been done differently. The potential uses and developments of the findings are indicated at the end of the conclusion. The conclusion should not raise any new issues, nor is it allowed to present views or conclusions over matters that were not dealt with in the paper. References to literature are not included, and viewpoints or conclusions from other authors are not presented in this section. The student's contribution to the accomplishment of the aims of the paper should be clearly defined. The thesis conclusion should be about 2 to 3 pages.

An MA thesis must include a summary in Estonian. The summary gives a concise overview of the entire thesis and contains:

- 1) an exact translation of the thesis title;
- 2) why the topic is relevant;
- 3) the research problem, aims, hypotheses and/or research questions;
- 4) a brief overview of the theoretical part;
- 5) a description of the research methodology and methods;
- 6) an overview of the results, conclusions, solutions and suggestions.

Recommended length of the summary is 300–500 words. The summary presents a generalised and exhaustive review of the thesis to readers who do not speak the language of the thesis.

## **1.5. Language**

The language must be strictly scientific. Slang, journalistic, populist or poetic phrases should not be used in a research paper unless such use of language is central to the topic

of the research. In addition, one should avoid (overly) emotional adjectives and adverbs when describing phenomena or processes (e.g. The economic situation is mysteriously excellent, Vivacious rise in prices, etc.).

Avoid excessive use of foreign language. The concept of a sentence should be translated, not just specific words. Keep in mind that sentence structure differs between languages. If there is no adequate equivalent for a term in a foreign language, or if one is not sure of their choice, it is recommended to enclose the original term in brackets after the translated term in italics. Use of terms and symbols must be consistent throughout the text. The use of synonyms denoting the same scientific term must be avoided. It is recommended that terminology used in earlier sources be adopted consistently. If a previously used term is considered inadequate, its replacement must be explained. Foreign words that do not fit the language morphologically or phonetically must be in italics.

A term must be fully defined before using its abbreviation (e.g. *Gross domestic product (GDP)*, *International Bank of Reconstruction and Development (IBRD)*, etc.). The only exception is generally known abbreviations that are commonly used as such (e.g. the USA, UN, etc.). Abbreviations are generally not used in titles. Abbreviations must be used consistently throughout the text. Latin abbreviations contain full stops (e.g., *ibid.*, *et al.*, etc., vs.).

If there is an abundance of abbreviations, it is recommended to add a complete list of the abbreviations and full definitions in a separate section after the table of contents. Abbreviations should be listed in alphabetical order in the left-hand column and their meanings listed in the right-hand column.

The mood and form of writing must be constant throughout the paper. It is recommended to use an impersonal style (e.g. *was researched*, *was analysed*, etc.) instead of a familiar direct style (e.g. *we researched*, *I analysed*, etc.). It is recommended to use an indicative style because a conditional style (e.g. *Tried to research*, *Seems to cause*, etc.) may indicate that the author is not certain of their arguments.

Single-digit numbers are generally written out, double-digit numbers and above are generally represented by their numerical characters (e.g. two points, eight days, 120

businesses, etc.). Years are presented numerically, not last year or this year. If possible, avoid using numbers with 3–4 significant digits in body text and tables (e.g. correlation coefficient  $r = 0.346$ , not  $r = 0.345729315$ ). Short forms (e.g. 1.42 million) should be used when large numbers are presented.

Numbers followed by a unit of measurement or an abbreviation are written in numbers with a one space between the number and the unit of measurement (e.g. 4 euros 5 cents, 18 kg, 14 per cent). As an exception, percentages and degrees have no space between the number and the symbol (e.g. growth rate 7.3%, incline 8°). When a range of values is presented, the unit of measurement follows the last number or precedes the range. An en dash may be used instead of the word “to” (e.g. 16 to 60 years or 16–60 years; in the years 1996–2002). The en dash (–) between numbers cannot be replaced with a hyphen (-), so do not use 1996-2002.

The text must not be overloaded with numbers. If a lot of numerical data has to be presented together, they should be presented in a table or figure and the most important aspects commented in the text. The same numbers must not be used to compile both a table and a figure.

Any linguistic or spelling errors are inadmissible. The author must repeatedly check the text, tables and figures. The meaning and spelling of foreign words and less used terms must be checked from special dictionaries; it is advisable to use spell-checking software (e.g. UK English or US English).

## **1.6. Cooperation between student and supervisor**

The writing of a dissertation is the independent task of a student. The supervisor or other lecturers should be consulted in the event of problems or questions. The cooperation between the student and supervisor begins with the choice of topic (the relevance and content of the topic should be discussed with the supervisor) and ends with the defence of the thesis.

After examining the literature and collecting, systematising and processing the materials, the student presents an extended plan of the thesis to the supervisor. Possible obstacles and delays during the formalisation of the thesis should be considered when preparing the

schedule. The supervisor points out errors and deficiencies in the thesis and weaknesses in the argumentation and structure, assesses the research methodology and terminology, and the style and language of the thesis. The supervisor is not the co-author or editor of the student's thesis; it is not the duty of the supervisor to correct language or stylistic mistakes. The student is solely responsible for the data and views presented in the thesis. Considering feedback received from the supervisor (and seminar participants, if the initial version of the thesis is discussed in a seminar), the student develops the thesis and submits the final version of the thesis to the department by the deadline.

The thesis is submitted to the defence at the proposal of the supervisor. The supervisor does not have a duty to refine a thesis to receive the highest grade; furthermore, theses not complying with the required level are not allowed to be defended. In exceptional cases and by agreement with the programme manager, both the supervisor and the student may withdraw from cooperation. Deficiencies that may mean that a thesis is not allowed to be defended:

- the thesis is inconsistent with its topic;
- the research problem, the goal of the thesis, the hypotheses and/or research questions have not been clearly presented or defined in the introduction;
- the thesis lacks academic structure or one of the required parts;
- the list of references is not appropriate (it must not rely on the main textbooks used in the subject syllabus, lecture notes, or materials solely in the Estonian language) or is insufficient for a thesis;
- sources have not been referenced;
- the form of the manuscript is materially out of line with the requirements of the Pärnu College of the University of Tartu;
- the volume of the thesis is below the required minimum;
- the language of the thesis is not appropriate;
- the conclusion does not summarise what was done or indicate the conclusions and contribution of the author;
- the Estonian summary does not contain the required information on the thesis and is linguistically deficient;

- the thesis has not been prepared and submitted according to the applicable rules and deadlines;
- the thesis has been plagiarised.

A student has to inform the supervisor of any obstacles, changes in the posing of the problem, wording of the topic, etc. The deadlines and rules have to be strictly followed in all stages of the work.



## **2. TECHNICAL REQUIREMENTS**

### **2.1. General requirements**

Written papers compiled in the course of studies in programmes taught at Pärnu College of the University of Tartu shall be presented according to the requirements of the instructions of the following pages. Such papers shall be divided into sections in the following order:

- title page;
- signature page (master thesis);
- table of contents;
- introduction;
- the body of the paper/thesis set out in chapters (including an overview of the issue(s) based on a literature review; description of data, research methodology, objects and so on; results; discussion of results; analysis and conclusions);
- conclusion;
- references;
- appendices (as necessary);
- summary in Estonian language (master thesis);
- non-exclusive licence (master thesis).

This section covers the overall requirements for formatting the paper with recommendations on the use of computer and layout. This is followed by a description on how to design single parts (title page, table of contents, appendices and references), tables, formulas, figures, lists and appendices. All dissertations are maintained in the digital archive of the University of Tartu library. Therefore, the author has to include in the bound final version a non-exclusive licence for the publication of the dissertation (see Appendix 5). Under special circumstances, a restriction can be placed on the publication of the thesis (including in digital archives) up to five years (see Appendix 6). For this, a

written application is submitted and a non-exclusive licence added to the thesis (the application form and different versions of the non-exclusive licence can be found on the college website <https://parnu.ut.ee/en/completion-of-studies>).

The following general requirements must be adhered to:

- Papers should be prepared using MS Word or a similar up-to-date word processing program with the page settings set to A4 (210 × 297 mm). The thesis must be printed one sided.
- Page margins (*Margins*) should be left blank, where the top and bottom margins should be 3 cm wide, the right hand margin (*Right*) 2 cm and the left hand margin (*Left*) 4 cm of blank space.
- The main body of the paper should use Times New Roman, 12 point and 1.5 line spacing.
- Text is divided into paragraphs using a fully *Justified* style and the body font style should be changed so that spacing between paragraphs is 12 pt (*Spacing: Before 12 pt*). Do not indent paragraphs.
- Each main structural unit of the paper (table of contents, introduction, chapter, conclusion, references, summary in Estonian) should start on a new page, where the heading style is set so that spacing before the heading is 72 pt (*Spacing: Before 72 pt*).
- Hyphenation is used to avoid excessive gaps in the text. It is recommended to use the *Optional Hyphen* function (<Ctrl>+<->), which shows the hyphen only if the word requires hyphenation.
- Page numbers of the paper should follow a uniform system, including all pages with tables and figures, references, and so on. The page number is centred at the bottom of the page. The title page and other side of the title page are included in the enumeration but page numbers appear from the second page onwards. Page numbers are inserted automatically using: *Insert* → *Page Numbers*.
- Block capitals (*All Caps*) are used for headings in the body of the paper (table of contents, introduction, chapter, conclusion, references, summary in Estonian – resümees), in *Arial Bold* size 16 points. It is recommended to use the styles *Heading 1* (16 pt), *Heading 2* (14 pt), *Heading 3* (12 pt) etc. for chapter headings. Words are not

hyphenated in the headings, abbreviations are not used and there is no full stop at the end of the heading. The headings are aligned to the left of the page (*Align Left*). The space between the heading and the following text (or preceding text on the same page) is 12 points. Headings in the body of the paper (between Introduction and Conclusion) are numbered in a uniform system, which is described in the section for formatting table of contents using *Heading Numbering*. For appendices it is recommended to use headings in *Times New Roman Bold* size 12 points.

- It is not advised to insert text between the heading and first subheading.
- For lists line spacing is 1.5 and do not add space between paragraphs.
- It is not advised to begin or finish any parts of the paper with a list, figure, table or reference.

A master thesis is submitted electronically in PDF file format. In the signature page is inserted the names on the supervisor and programme director (see Appendix 7) and the PDF file is digitally signed by the author and supervisor(s).

## **2.2. Title page**

The title page is the front page of the thesis presenting information on the content of the thesis. The thesis title page (see Appendix 8) has to state the following:

- name of the university, college and department (where the student is studying);
- the author's first and last name;
- the title of the thesis;
- the nature of the paper (e.g. research, master thesis, etc.);
- the supervisor's name and degree;
- the place the paper was compiled (Pärnu) and the year.

The other academic paper title page (see Appendix 9) has to state the following:

- name of the university and college;
- the author's first and last name and the study group abbreviation;
- the title of the paper;
- the nature of the paper (e.g. essay, report, etc.);
- the course lecturer's name and degree;

- the place the paper was compiled (Pärnu) and the year.

Each element of the title page is on a separate line; the place of defence and the year are on the same line without a separating comma. Each line begins with a capital letter; full stops are not used at the end of lines. All the elements of the title page are aligned to the centre of the page and use 12 pt size (except the title). The first and last names of the author are positioned at a height of 2/3 of the page above the title. The title is in bold and uppercase letters with a font size of 16–20 pt. Hyphenations and abbreviations are not allowed on the title page except for scientific degrees where appropriate. The name of the supervisor is followed by their scientific degree in the abbreviated form: MA, MBA, MSc, PhD.

### **2.3. Table of contents**

In the table of contents, list all sections of the thesis according to chapter title and page number. Only the sections of the main text will be enumerated (use Arabic numbers, e.g. 1.; 1.2.; 2.3.1., etc.). The headings must appear exactly the same in the table of contents as in the text. All appendices are listed in the table of contents with their headings as second level headings, preceded by the main heading “Appendices”. A sample table of contents is presented in Appendix 4.

The lines of sub-headings are indented so that the indentation of the next level leaves the numbers of the previous level as a separate column. A dotted line follows the headings ending with the page number. The table of contents is generated automatically using the relevant computer function. This can be done when headings are defined by heading styles (*Heading 1, Heading 2, ...*). Headings must not be capitalised in the table of contents.

It is practical to create a table of contents while writing the thesis, as it provides links to sections of the text and thus facilitates navigation. The table of contents can be updated by using the *Update Field* function or simply re-generated. An automatically generated table of contents must have *Times New Roman* font in 12 pt, line spacing 1.5 and paragraph spacing 0.

## 2.4. Tables, figures, formulas, lists and appendices

Tables make it possible to present numerical data systematically and comprehensively. All tables within the paper are numbered using Arabic numerals either throughout the paper or throughout a chapter in the case of more tables. For instance use “Table 1” or “Table 3.4” where the latter stands for the fourth table in the third chapter. Figures and formulas should be numbered similarly.

Tables should have titles (captions) that are concise yet comprehensively describe the table’s contents. Captions are left aligned with the word Table and the number (both in *Bold*) followed by a space and the caption itself in 12 pt, line spacing 1.5. Word processing programs offer a *Caption* facility for this. Between the caption and the table, insert paragraph spacing of 12 pt.

Text and numbers in tables are written in 11 pt and 1.0 (*Single*) spacing. The data alignment and paragraph spacing should be appropriate to render the data easy to view without taking too much space. The same type of data is presented with the same number of decimal places. The table is centred (*Center*) in the page. Each column has a title, and it is also advisable for the first column to have a title. Avoid very general words in the names for columns, such as ‘type’, ‘name’ and so on, for example do not use ‘name of company’ but ‘Company’, or use ‘Indicator’ instead of ‘Name of indicator’. Columns are usually not numbered but this is allowed when necessary; for example, when:

- there is an indication in the name of the column where its data originally come from (e.g. column 2 + column 3);
- there is a reference in the text to some columns.

If numeration is used, those columns without numerical data (e.g. entitled ‘Indicator’ or ‘Unit of measurement’) may be labelled with capital letters A, B, etc., and the rest numerated 1, 2, 3, etc.

The data presented in tables must be referred to in the body text and the following is used:

- directly referring to a table (e.g. “Table 3 features ...”);
- indirectly referring to the number of the table at the end of the sentence in brackets (e.g. see Table 8).

The table should then be presented immediately after it is referred to in the body text and the content of the table is discussed. If the author wishes to refer to a table somewhere earlier in the text (e.g. in the previous chapter), indirect referencing should be used and include the page number where the table is located (e.g. see Table 11, p. ...). Tables within the text should be as clear and brief as possible, and they should not exceed one page in size. If the table is longer than one page, it should be placed in the appendix.

If the table is based on published data, the source is referred to; if the data are collected or calculated by the author, this must be stated as well (Example – Source: Eesti Statistika, 2001, p. 117. Author’s calculations). Explanatory notes and references are added to the last line of the table and the cell borders are made invisible. If a table has been generated on the basis of data that the author has collected and analysed, a separate reference does not have to be added below the table.

**Table 1.** The evaluation of cluster formation by classification results

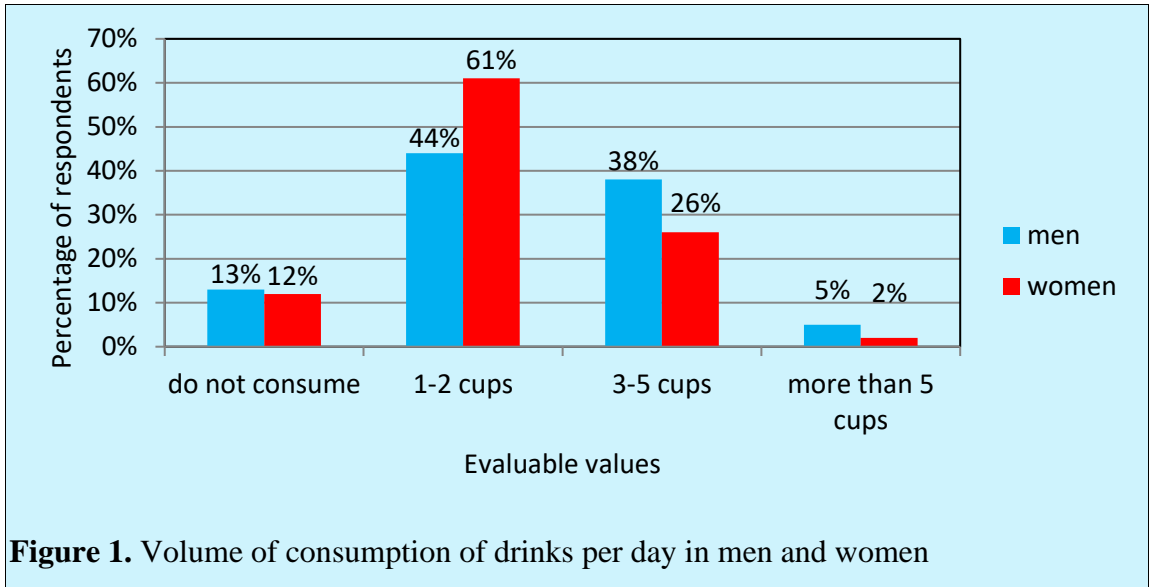
Cluster case	Predicted group membership		
	Cluster 1 Socially active tourists	Cluster 2 Self-focused tourists	Total
Cluster 1 Socially active tourists	123 (100%)	0 (0%)	123 (100%)
Cluster 2 Self-focused tourists	13 (31%)	29 (69%)	42 (100%)

Note: 93.3% of the original grouped cases correctly classified; 92.1% of the cross-validated grouped cases correctly classified.  
Source: Dimitrovski & Todorović, 2015, p. 262

Figures in this context stand for all kinds of illustrations, such as diagrams, graphs, geographical maps, drawings, charts or photographs. Each figure has a caption that briefly indicates its content. Captions are left justified. Figures should also be numbered similarly but separately to tables. The number of the figure is inserted before the caption and separated from it by a full stop. The word “Figure” is used in bold type.

All symbols, numbers and words in the figure should be readable (recommended size 11 pt). Background colours are not used. The figure is centred (*Center*) in the page. If the subheading of a figure does not include a reference to a source, the figure has been

compiled by the author and a separate reference does not have to be added (see Figure 1, p. 23).



All figures must be referred to in the text and suitably placed in the text after the reference.

In Figure 1 the number of cups indicates the quantity of tea or coffee consumed per day. Respondents preferred to consume water rather than tea or coffee during the day (see Figure 1).

When sources are used to design a figure, the source is referenced and the relevant section of text is referenced under the figure.

**Figure 1.** An integrated media mix for influencer lists. Source: Hemann & Burbary, 2013, p.152

It is not allowed to copy figures from sources. Figures have to be designed by the author. Symbols and units of measure used in figures must be explained within the figure or in the text. Labels should be added to the axes if absolute values are presented. All tables and figures used in student papers must conform to formatting requirements, even if they were initially prepared outside the Microsoft Word environment.

Obtaining formulas and mathematical expressions must be explained. If the formula is taken from published data, the source must be referred to. All symbols, numbers and

letters should be correctly located in the formula and be consistent with it. Formulas and their symbols are italicised (*Italic*) in the text in 12 pt. Microsoft Equation in the Microsoft Office program should be used to insert relevant formulas. Formulas should be consistently written throughout the paper. Authors should avoid presenting definitions as formulas or formulas in the form of text.

Single symbols and simple mathematical expressions are, as a rule, presented in the text and not transferred to a separate line. Expressions for equality and inequality are usually shown on a separate line. If there are several formulas in the paper, they should be numbered. The number of the formula is on the same line with the formula (right justified) in brackets.

Budget limits to consumption are expressed:

$$\sum_{i=1}^n p_i \cdot x_i \leq c , \quad (1)$$

where  $p_i$  – price of benefits (in euros),

$x_i$  – amount of benefit (pcs),

$n$  – number of benefits,

$c$  – consumption budget (in euros) (Kaldaru, 1997, p. 28).

Formulas do not show units of measurement, which are presented in descriptions of symbols. Such a description begins with the word ‘where’ (no colon) and explanations are listed under each other for better readability. Each new formula only presents symbols that are new in the text.

Calculations are in general presented on a separate line and left justified, and not within the text. The equation editor is used with punctuation marks (including the order of operations in brackets). Calculations and formulas may not follow each other immediately but be separated by explanations.



$$PMT = \frac{165\,000 - \frac{10\,000}{\left(1 + \frac{9\%}{12}\right)^{12.5}}}{\left[ \frac{1 - \frac{1}{\left(1 + \frac{9\%}{12}\right)^{12.5-1}}}{\frac{9\%}{12}} \right] + 1} = 3\,268.$$

Where a list contains only single words and short phrases, items within the list may follow each other separated by a comma and using lowercase. If an item contains a comma or another punctuation mark, semicolons are used.

If before monetary reform inflation was primarily a result of large quantities of roubles in circulation, after the reform major causes were:

- 1) an increase in the price of the real exchange rate through inflation, caused by the devaluation of the kroon during the reform;
- 2) an increase in the real exchange rate ensuring economic equilibrium accompanying an increase in productivity and (expected) income;
- 3) a relative change in prices, including a price rise in the closed sector.

If a list whose items are not capitalised and end with a semicolon contain a full sentence, the full sentence begins with a capital letter. A sentence can end in a semicolon if the list continues. Lists are presented without indentation (the left indentation is 0 cm).

If an item in the list consists of two or more sentences, brackets after the number are replaced by full stops. If an item contains a list of its own, the more general list uses numbers, and the subordinate list uses letters (with closing brackets).

In order to preview your printout:

1. Click Print Preview button.
2. Move the cursor to the page symbol where it becomes a magnifier and click to increase the size. The Zoom button can also be used.
3. Click again to open the entire page.
4. To print, click Print, to exit click the Close button.

Numbering is used in lists when their order or number is important, where a list is referred to in the text, or if list items consist of several sentences. In other cases indication of order (numbers or letters) can be omitted or replaced by any other notation. Lists should be presented in a uniform manner throughout the paper.

Lists may contain items that are complete sentences, phrases or contain both. If these items are from one source, then the reference is inserted after the last sentence dot or after the last phrase and then the dot. If the introductory sentence contains the source information, then the reference is not repeated at the end of the list.

Theory is a system of definitions, assumptions and hypotheses. Theories may be divided as follows:

1. Classifying theories explain economic reality through definitions of concepts.
2. Nomological theories aim to discover the internal rules of processes.
3. Decision theories handle certain ways of human behaviour. They can be subdivided:
  - a) descriptive,
  - b) prescriptive. (Kaldaru, 1997, pp. 11–12)

Theories may be divided as follows:

- classifying theories,
- nomological theories,
- decision theories (Kaldaru, 1997, pp. 11–12).

Kaldaru (1997, pp. 11–12) divided theories in three groups:

- classifying theories,
- nomological theories,
- decision theories.

Appendices should contain those numerical data and other material used to accomplish the research tasks (questionnaires, voluminous tables). Appendices are numbered in the order they are referred to, indicating its number on the left of the page (e.g. Appendix 1), followed by the heading (all in bold, 12 pt). Should the appendix run to several pages, subsequent pages might be marked; for example, Appendix 1 continued. Appendices and their headings are shown in the table of contents as level 2 headings, and the title

“Appendices” is shown before them at level 1. All appendices must be referred to in the paper. Students should avoid including appendices which are loosely related to the paper. Tables and figures in appendices need not be numbered separately as each table or figure in this section should be an appendix, several small appendices may be fitted on one page. If a table is continued overleaf, the titles of the columns should be repeated or the columns numbered.

## 2.5. Plagiarism and in-text citations

All the sources used in the thesis are contained in the list of references at the end of the thesis, and all the listed sources must be referenced in the text (see Appendix 10). Generally recognised views need not be referenced. Quoting, paraphrasing and summarising are all acceptable techniques for including the work of others in a thesis. In addition, indirect referencing (e.g. referring to an author’s work quoted in another source) may also be used, but only if the original source is unavailable.

Plagiarism is the presentation of the work of other authors or parts of such work as one’s own or the extensive use of such work without a reference to the source. Some examples of how to avoid plagiarism are presented below.

Original sentence as presented in the source:

“First, those groups that do not pay income taxes, i.e. the unemployed, the inactive or the retired, generally see a smaller increase in their real incomes than the employed or self-employed.”

Source: Ekins, P., Pollitt, H., Barton, J., & Blobel, D. (2011). The implications for households of environmental tax reform (ETR) in Europe. *Ecological Economics*, 70(12), 2472–2485. <https://doi.org/10.1016/j.ecolecon.2011.08.004>

Plagiarism is:

- verbatim (word-for-word) quotation of the text, including translation, without a reference to the author;

**Plagiarism:**

First, those groups that do not pay income taxes, i.e. the unemployed, the inactive or the retired, generally see a smaller increase in their real incomes than the employed or self-employed.

**Correct referencing:**

Change in income is related to employment status, as it is bigger for employed or unemployed than for unemployed, inactive or retired (Ekins et al., 2011, p. 2481).

- verbatim (word-for-word) quotation of the text (quoting), including translation, with a reference to the author, but quotation marks have not been used (fewer than 40 words);

**Plagiarism:**

First, those groups that do not pay income taxes, i.e. the unemployed, the inactive or the retired, generally see a smaller increase in their real incomes than the employed or self-employed (Ekins et al., 2011, p. 2481).

**Correct reference:**

“First, those groups that do not pay income taxes, i.e. the unemployed, the inactive or the retired, generally see a smaller increase in their real incomes than the employed or self-employed” (Ekins et al., 2011, p. 2481).

- paraphrasing with or without a reference, whereby the structure of the author’s argument is followed closely; in other words, altering just a few words or changing their order. The main message of the original text needs to be re-worded using your own words;

**Plagiarism:**

These groups that do not pay income taxes like the unemployed, the inactive or the retired, generally see a smaller increase in their incomes than the employed or self-employed (Ekins et al., 2011, p. 2481).

**Correct reference:**

Change in income is related to employment status, as it is greater for the employed or self-employed than for the unemployed, inactive or retired (Ekins et al., 2011, p. 2481).

- citation of references that you have not actually consulted. If you cannot gain access to a primary source you must make it clear in your citation that your knowledge of the work has been derived from a secondary text (e.g. Groote research (2008, as cited in Smith, 2009, p. 296) ...);
- material which has been written for you even with the consent of the person who has written it;
- not acknowledging all assistance which has contributed to the production of your work;
- autoplagerism – earlier work by you that has already been published and is then submitted partially or in full must have a correct reference.

See also University of Oxford guide on plagiarism:  
 University of Oxford. (n.d.). *Plagiarism*. <https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism>

A quote must correspond exactly to the original for its wording, spelling and punctuation. A quote is presented in quotation marks. Omitted parts of sentences or words are replaced by an ellipsis. A reference is inserted after the quotation mark ending the quote, regardless of whether it is in the middle or at the end of a sentence. An in-text reference contains the author, year of publication and the page from which the quote originates. If a quote contains a reference, the relevant source has to be included in the list of references.

Hertzberg (2002) notes that “treating the Constitution as imperfect is not new,” but because of Dahl’s credentials, his “apostasy merits attention” (p. 85).

The overlapping nature of roles in palliative care is confusing here, whereby “medical needs are met by those in the medical disciplines; nonmedical needs may be addressed by anyone on the team” (Csikai & Chaitin, 2006, p. 112).

If a quote contains more than 40 words, it is inserted as a separate indented paragraph. Quotation marks are not used and space is left on the left side of the quote.

When information is presented from source materials, errors are likely to occur due to a lack of experience. Hirsjärvi et al. (2005) admit:

Inexperienced authors often resort to changing or omitting only a few words in the text, i.e. often out of cowardice, or fear of distorting the information, they offer poorly processed source material that is close to a quote, but not a paraphrase. A writer should not be satisfied with such borrowing, which indicates an incomplete understanding of the matter. (p. 321)

When paraphrasing, the text of the source material is rendered in the author's own words. Quotation marks are not used. However, it is necessary to refer to the author, year of publication and page. If only single words are changed and the source is correctly referenced, this is still plagiarism.

Hirsjärvi et al. (2005, p. 315) emphasize that an in-text reference must also contain the page number when tables, figures and graphs from earlier sources are used.

Summarising is the summarised presentation of information from a source, using the author's own words. In this case there is no need to refer to a specific page, and so the author and year is sufficient. The reference includes the author and the year of publication.

A good guide to preparing a research paper is a compact handbook that includes instructions on how to conduct the research process (Hirsjärvi et al., 2005).

Indirect referencing means referencing through other authors. It is used only in exceptional cases if the original source is unavailable. The original source is then referred to in the text and the source actually used is added in brackets. The list of references only includes the source actually used.

In-text:

In Stobart's research (1961, as cited in Capellini, 2010, p. 7) ...

In reference list:

Capellini, S. (2010). *The Complete Spa Book for Massage Therapists*. Cengage Learning.

Footnotes may be used for explanations. An explanation is presented as a footnote at the bottom of the same page, separated by the main body of the text by a line using the

*Footnote* function. (Footnotes are not used for references.) Footnotes are numbered continuously throughout the text.

Personal conversations, interviews and the like are examples of irretrievable material. The author's views are presented in the text. An in-text reference contains the method and time of receiving the information (e.g. K. Allik, e-mail, November 9, 2015; M. Must, oral interview, September 29, 2015). Such material is not included in the list of references.

If the empirical part of the thesis uses quotes from interviews, the same rules are applied that are used to format citations from source material. The interviewees should be kept anonymous and have codes assigned to them. In the analysis section, no more than three quotes can be used on one page, and they must be used to illustrate elements of analysis (such as a figure), not replace them. Following examples are from the Stebner et al. (2017, p.5) published article:

- If a quote contains less than 40 words.

Owner D, who owns garden center D, said, “garden centers are used to being in the regular media.”

- If a quote contains more than 40 words.

Manager B also discussed an in-depth level of planning for advertising:

I will plan out my marketing for next year. The majority of the marketing will get planned put for next year. It will include when I'm going to run ads, when we're going to do this, when we're going to do that.

- If some text is left out.

Manager B, general manager of garden center B, mentioned, “we do a lot of radio advertising ... we can run radio advertisements, and I can quantify how much I've spend on it because I have the bills to show for it.”

The reference contains the author's surname. The initial or first name is necessary when multiple authors have the same surname (e.g. T. Tamm, 2008; V. Tamm, 1996). If

multiple authors with the same surname are in the same source, then the initials are not needed (e.g. Chen & Chen, 2007).

If the summary consists of one sentence, the reference (author, year, page number) precedes the full stop at the end of the sentence. When the summary consists of several sentences, the reference is after the full stop ending the last sentence and it must be clear that these sentences are from the cited source. It is also not recommended to refer to the same source on more than two consecutive occasions.

Economics has been defined as the science that studies human behaviour as it depends on the discrepancy between our goal and the available resources (Vensel, 1979, p. 7).

In addition to the specificity of a product, which may influence the choice of location to produce the product, a product may have qualities that compel the company to choose a special distribution channel. For example, high-tech products may require pre- and post-sales service, which international distributors cannot provide, and therefore, the company has to choose a hierarchical entry method to enter the market. (Hollensen, 2001, p. 237)

When referring to multiple works by the same author, the name of the author need not be repeated, but the years of publication are listed chronologically, separated by semicolons.

... (Fallick, 1993, p. 18; 1996, p. 24).

Where several works by the same author have been used that have the same year of publication, the letters a, b, c are used to indicate them.

... (Tammik, 2001a, p. 23; 2001c, p. 62).

... (Fallick, n.d.-a, n.d.-b)

When referring to multiple sources, the references to different sources are separated by semicolons and the sources are listed alphabetically. Table 1 presents different in-text citation examples.

... (Fallick, 1993, p. 18; Tammik, 2001a, p. 23)



**Tabel 1.** In-text citation styles

Author type	Citation in text	Parenthetical citation
One author	Livens (1991, p. 190) ...	(Livens, 1991, p. 190)
Two authors	Belyayev ja Bulykina (2004, p. 30) ...	(Belyayev & Bulykina, 2004, p. 30)
Three or more authors	Aasvee et al. (2012, p. 20) ...	(Aasvee et al., 2012, p. 20)
Group author with abbreviation		
First citation	Workshop of European anthropologists (WEA, 1980, p. 520) ...	(Workshop of European anthropologists [WEA], 1980, p. 520)
Subsequent citations	WEA (1980, p. 520)	(WEA, 1980, p. 520)
Group author without abbreviation	University of Pittsburgh (2018) ...	(University of Pittsburgh, 2018)

Sometimes multiple works have the same first authors. Citing these sources in text write out as many names are needed to distinguish the references.

(Kapoor, Bloom, Montez, et al., 2017)

(Kapoor, Bloom, Zucker, et al., 2017)

When referring to online materials, the author or title and the year of publication are referred to. In-text references do not contain website addresses (URLs). If an organisation has a website and it is referred to in the text, but no material is used from it, the website should not be added to the list of references.

Kidspych is a wonderful interactive website for children (<http://www.kidspych.org>).

If the year of publication and number of pages are known about online materials (such as PDF files), they are referenced in the same way as printed sources (the author, year of publication, page number). Where online sources have no date of publication, the year is replaced in the reference by the abbreviation “n.d.” (*no date*).

..... (Viin, 2005, p. 12).

..... (eXe Learning, n.d.)

The requirements for in-text referencing are provided in Appendix 10.

## 2.6. References

In the reference list, sources need to be listed alphabetically and Latin sources should be presented first, Cyrillic sources second. When there are two to 20 authors, use an ampersand before the final name. When there are 21 or more authors, include the first 19 authors, insert ellipsis, and then the last author's name (see Appendix 10).

All elements of a reference are presented in the same language as the publication, including abbreviations. The first line of a reference is not indented, the following lines are indented. The spacing between entries in the list of references is 0 pt, see the list of sources on page 37. If a web address is too long, sites such as bit.ly can be used to shorten it. Appendix 10 contains examples of in-text references and of describing the referenced sources. In all special cases, the student should consult the supervisor.

## 2.7. Summary

The Estonian summary begins with the Estonian word “Resümee” using the same font as the title of the main body of the thesis (bold *Arial*, 16 pt, capital letters, left aligned). It is followed by the translated title of the thesis using *Times New Roman*, non-bold, 12 pt, capitalised, and the author's first and surname under it (both centred), followed by the text in Estonian. Summary in Estonian language must contain 300–500 words.

### **RESÜMEE**

HAAPSALU MEREMUDA JA SELLE KASUTAMINE RAVIMUDANA

Maarika Heinsalu

Haapsalu linn on ajalooliselt olnud tuntud ja hinnatud turistide poolt oma kaunite ...

### **3. DEFENDING THE THESIS**

A presentation is prepared for the defence. The presentation should not spend time on presenting views that are generally known. The student briefly explains the research problem, the goal of the research, and presents the findings, generalisations, confirmation of hypotheses and/or answers to the research questions as appropriate, the conclusions and the author's suggestions that follow from the conclusions. The presentation should clearly indicate the student's contribution to solving the issues at hand. The thesis and a written presentation may be used at the defence, but the student should avoid an expressionless reading of text. The presentation has to be visualised with the help of slides (10–15), which may contain graphs, figures, numerical data. The materials presented on slides should be easily visible (e.g. font size 24 pt or more, light background, dark text) and information from sources cited.

Research papers are defended in front of a committee. The defence consists of a presentation by the student and of answering questions. The chairman of the committee may also appoint a reviewer from among fellow students or lecturers.

The task of the reviewer is to objectively assess the paper based on the substantive and formal criteria presented in this guide. The reviewer also presents their summarised assessment of the thesis as a whole and suggests a grade according to the applicable grading system (a scale of A to F). The following aspects are assessed by the reviewer:

- 1) the relevance and delineation of the research topic;
- 2) the goal, hypotheses and/or research questions (their clarity, feasibility, etc.);
- 3) the structure of the thesis (integrity, balance, logic);
- 4) knowledge and adequacy of the literature used;
- 5) suitability of the chosen research methodology, the adequacy and reliability of the empirical material used;

- 6) the content of the thesis, the correctness of presentation and testing of the research hypotheses and arguments, the relevance of the findings to the research goal, hypotheses and/or research questions;
- 7) the existence and level of the author's contribution;
- 8) generalisations and conclusions drawn from the research, possibilities for further research based on the findings;
- 9) correctness of the referencing and formatting;
- 10) linguistic correctness;
- 11) general impression of the thesis.

The reviewer submits a written report on the thesis to the relevant department by the specified deadline, following the example in Appendix 11. The following aspects are considered in the final assessment of a research paper: 1) content and form of the paper; 2) the results of the defence (content and delivery of the presentation, answering of questions); 3) the reviewer's opinion. The defence committee announces the grades of the research papers immediately after drafting the defence report.

A dissertation is defended according to the work schedule of the defence committee. Dissertations are reviewed by the reviewer appointed by the department head or programme manager. At the defence, the student makes a presentation, after which the reviewer presents their assessment of the thesis. Members of the defence committee and other participants in the public defence then ask questions. The student has to answer the questions and the reviewer's remarks correctly and precisely. Members of the defence committee and other participants in the defence may take the floor. At the end of the defence procedure, the student may deliver a final speech (including thanks to the consultants, reviewer, etc.).

The dissertation is graded based on multiple components. When assessing a dissertation, the defence committee considers the substantive and formal aspects of the dissertation, the student's presentation, the reviewer's opinion, and answers to the questions and to the review. Grading is based on the grading criteria established by the Pärnu College of the University of Tartu (see Appendix 12). The result of the defence of a dissertation is announced after drafting the defence report.

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## **Appendix 1. Submitting an article as a master's thesis**

Instead of a traditional thesis, students can submit a research article. Since journals have different formatting requirements that such articles would need to adhere to, the following are general recommendations and advice on the writing process, not so much on formatting.

### **Choosing the topic of the article and collaborating with the supervisor**

When choosing the topic of the article, first, a novel and topical problem has to be identified, one which would allow the student to write an article that would be interesting and have a scientific contribution. The article should include something that is novel and has not been done or found out before. At the same time, it should be manageable given the student's abilities and interesting to write – it is not uncommon that theses remain unfinished and university studies incomplete because students lose interest in their topic. The topic needs to lend itself to the collection and analysis of empirical data. Although there are journals that publish theoretical articles in addition to empirical articles (or that only publish theoretical articles), the use of theoretical articles as master's thesis is definitely an exception (writing a purely theoretical article should first be discussed with the Programme Director and/or a potential supervisor).

In order to identify a suitable topic for an article, it is recommended that students search and read research articles with relevant keywords. While reading, compile a list of journals that could be the possible outlets (as well as formatting examples) for the article. Lecturers can also recommend novel and research-worthy topics, so potential ideas could be discussed with them, especially with potential supervisors. Problems explored during the studies and covered in study materials can serve as inspiration, as can discussions with fellow students, topics in the media and so on.

How to present the novelty, topicality and scientific contribution of the topic in order to increase (and, first, to create!) the chance to have the article accepted for publication has been thoroughly discussed by Locke and Golden-Biddle (1997). While reading their article, pay attention to the examples given on how to phrase and explain the novelty and topicality of the topic. Attention should also be paid to the many examples of expressions

in English. An article submitted as a master's thesis can be written and presented in English or Estonian.

An article as a master's thesis demonstrates the following skills of the student:

- defining a topic;
- giving an overview of relevant academic literature, including a well-founded critical assessment of it;
- explaining the need to research the problem and formulating research question(s);
- collecting/finding the data necessary to answer the research question(s);
- choosing the appropriate research method;
- presenting, illustrating and interpreting the results clearly, including linking the results to the results discussed in the literature review;
- presenting the research in a brief, clear and structured manner;
- oral presentation (defence).

Both the format and idea/content of the article are important, but the latter is more important. The supervisor's role is to advise the student on choosing the topic and to comment on the writing process, but that does not make them a co-author or responsible for proofreading. The supervisor assists the student in defining the topic, suggests keywords to help the search for suitable literature, comments on the appropriateness of the chosen method, results and so on. The student as the author still assumes full responsibility for everything that is written in the article. As with a traditional thesis, the supervisor has the right not to support submitting the article for defence.

### **Formatting an article as a master's thesis**

An article that is submitted as a master's thesis has four parts: title page, main body of the article, appendices, summary. Finally, the non-exclusive licence is added. If the article is written in English, the summary will be written in Estonian.

The title page and the back of the title page will be formatted as is shown in appendices 7 and 8 – instead of the title of the thesis, the title of the article is used. The main text of the article is formatted on an A4 paper with font size 12 pt, 1.5 spacing and 'Before 12 pt' spacing between paragraphs. Margins are left empty, and they should be 3 cm in the

top and bottom, 2 cm on the right and 4 cm on the left. The pages of the main body are numbered (including the appendices). The title page is not numbered nor counted among the numbered pages. All tables, graphs and figures are numbered and inserted in the text in appropriate places between paragraphs. Before submitting the paper, go through it several times and proofread!

### **The structure of the main body of the article**

The main body of the article includes all the necessary information and is readable separately from the title page and appendices. Its length should not exceed 10,000 words. Structuring the text and clearly presenting the ideas is fundamental in an article – each paragraph in it should contribute to answering the research question and communicating the main results. In a typical article, the structure of the main part is as follows:

- title of the article;
- name of the author;
- abstract (100–150 words);
- introduction (including the novelty and topicality/relevance of the topic, the goal and research question(s));
- literature review;
- research methods and data;
- research results and analysis;
- discussion (including conclusions for the fields of management, legislation etc.);
- conclusion;
- references;
- (appendices).

### **Abstract**

The abstract gives an overview of the main scientific contribution of the article – it needs to be short and concise. Typically, journals have abstracts of 100–150 words. In the abstract, the author briefly explains the research process, but the emphasis is not on describing the process but more on the content: the focus is on what was discovered and what makes the article unique, novel and valuable. It is worth thinking of the abstract as an advertisement for the article – often, readers first read the abstract and only then decide



if they will read the full text at all. It has to be clear why the article is worth the reader's time. The abstract is not the place to discuss the ideas of other authors' or offer a literature review. It should not include unnecessary descriptions (e.g., of the data analysis or of different models). Often, the abstract is followed by up to five relevant keywords.

## **Introduction**

After the abstract, the introduction is the second most read part of an article. The introduction has several roles in the structure of the article:

- to convince the reader that the topic is interesting;
- to present a brief overview of relevant scientific literature, that is, of what is already known;
- to present the research problem and an interesting, thus far not researched perspective on the topic (i.e., explaining the novelty);
- to explain how the author intends to fill the identified gaps in the existing knowledge: present the research question(s) and outline the author's contribution to scientific literature, that is, what the article adds that was not known previously.

Depending on the field, there might be other expectations among researchers that should be met in the introduction of an article. For example, in articles on national economy, the results of research are already briefly presented in this part – something that would be unusual in the fields of management and marketing. The use of hypotheses is also different in different fields – they might be present as a rule or as an exception (if they are used, they are usually presented after the literature review). The best way to find out the expectations for articles in a given field is to read articles and talk to supervisors. The latest issues of the journals chosen for publication should be read very carefully!

The introduction should be short – usually up to two pages (e.g., in a 30-page article about three pages). It is very important to outline the author's contribution to building new knowledge and to explain the intrigue that has led to a need for this particular article by using existing literature. The readers' interest should be attracted and maintained without using lengthy literature reviews (if such things are necessary, they should be presented in a separate subsection). It is recommended that the introduction present the main theories, models, methods and data that the article is based on.

## **Literature review**

The main role of the literature review is to explain to the reader what is already known and to convince them that there are still important questions that are unanswered. In so doing, a critical perspective on existing knowledge is usually presented – the existing knowledge is assessed (its thoroughness, accurateness, etc.). It is important that the author presents their knowledge of the field – first and foremost by synthesizing the most important results in the field into a condensed overview. The reader needs to be convinced that the author is aware of the main research directions of the field, including differences of opinion between researchers (groups) and other relevant tendencies. It is important to realise that the author does not need to present the results of each individual article but instead synthesize the thus far published results into a whole and, based on this, present their general conclusions.

When compiling the literature review, the research question and focus should be kept in mind constantly. Based on this, the literature review needs to be selective and include only relevant articles that are clearly linked to the research focus. It has to be clear to the reader why and how the sources serve as a basis for the research question or how they help answer that question. Authors should not forget to refer to classic texts, but take care to avoid the style found in textbooks by which everyone who has contributed to a field is listed with their main contribution, since this is not typically seen in research articles.

It is important to realise the link between the literature review and the results of the article – the results need to be later linked to the sources in the literature review, that is, to existing research. Usually, the discussion section returns to existing literature in an analytical manner and makes it clear to the reader how the new information relates to what is already known. This also makes it easier to outline the contribution of the article and, specifically, the author's contribution to existing scientific literature.

## **Research method and data**

This subsection has two main roles: convince the reader that appropriate research methods have been used and explain the course of the research well enough to make replicating it possible. The following questions may help:

- Which research methods and data are best suited to answer the research questions?

- Are there simpler ways of answering the research questions?

The main strengths, limitations and prerequisites of the chosen research methods need to be outlined and discussed. The process of the research, data sources, the population and the sample, methods of data analysis and everything else of importance needs to be covered in detail. The limitations related to the methodology and/or data that will later be taken into consideration in interpreting the results need to be outlined.

As with the introduction, what is considered enough and what is typical in describing the research method is different in different fields – read the articles in the field and consult with your supervisor!

### **Results and discussion**

Often, results, discussion (of the results) and conclusions are presented in separate subsections in research articles, but they can also be combined into one section (especially in shorter articles), for example, results and discussion or, alternatively, discussion and conclusion can be combined. Sometimes, conclusions for practitioners are added (policy implications, managerial implications, etc.). If results are presented in a separate subsection, they are usually accompanied by ample visuals and given as facts – data with minimal discussion and/or comments. This leaves the reader the opportunity to first interpret the results for themselves (the author’s interpretation is presented in the following discussion section).

In presenting the results, the focus should be on the main ones and the reader’s interest should not be undermined with lengthy explanations of the details of data analysis. It is not necessary to describe all the tests used in the analysis and their results (if this is necessary, they could be added in the appendices) – instead, focus on the important results (that communicate a message) and on what is interesting/different (compared to the results of previous studies). Illustrate the main results with tables, graphs or figures to make it easier for the reader to understand the main messages – visuals are easier to remember and are more comprehensible compared to text, and easier to locate. Check that all tables, graphs and figures are numbered and have titles.

The discussion section presents the main results. The discussion elaborates how the results are similar to or differ from previous research articles, what could be the reasons for any differences and so on. Often, the discussion also already presents conclusions for practitioners – for example, managerial implications for motivating employees.

## **Conclusion**

As with the introduction, the conclusion section is short (sometimes even shorter): 1–2 pages. In this section, an overview of the main, that is, key results are presented in a synthesizing manner – it is not a repetition of the facts that the reader already knows. Make sure that the conclusions follow organically from the results and discussion. A clear distinction should be made between the facts that were found and the author's own opinion and comments on them. The contribution of the article to existing scientific literature should be outlined alongside the limitations, that is, shortcomings in the method, data and so on that could impact the reliability and generalisability of the results. The conclusion looks towards the future, presenting the possibilities of continuing or repeating the research, the additional questions that were raised in the course of the research and deserve further detailed study, and so forth. Briefly, the main practical aspects are once more presented – implications for managers, entrepreneurs and other interest groups.

After the conclusion is complete, read the introduction again, checking and amending it as well as the research questions and abstract. It is important that in the final version, the title, abstract, goal, research question(s), results and conclusions form a logical and cohesive whole. If the introduction stresses a specific fact or approach as the main contribution of the article, this should be clearly outlined in the conclusion as well.

## **Appendices, referencing and references**

Appendices present secondary results, tables explaining data analysis, questionnaires and so on. Readers do not usually read the appendices, so everything that is important in terms of the research process and results needs to be clear from the main text of the article without consulting appendices. Use as many appendices as you need to, but as few as possible.

Referencing guidelines are usually given on the website of the journal – when presenting an article as a master’s thesis, students should follow these guidelines (choose a journal to publish in and keep their readership in mind when writing the article). In research articles, APA style (APA Style Guide <https://apastyle.apa.org/>) is often used and has also been the basis for the above sections of the present Guidelines. Other options are Harvard Referencing Guide (<https://www.ukessays.com/referencing/harvard/>) or American Economic Review Style Guide (<https://www.aeaweb.org/journals/aer/styleguide>). Regardless of the chosen style, it is important that the whole article follows one style throughout!

The exactness of referencing and listing the sources used cannot be overstated – plagiarism is a very serious academic offence and it should be avoided at all costs. Plagiarism is discussed in detail in the different subsections of the Guidelines and the principles will not be repeated here.

Submitting and defending an article as a master’s thesis:

- Send a pdf version (single file, digitally signed by the author and supervisor) to the Academic Affairs Specialist e-mail address.
- The defence follows the same procedure that is detailed in the subsection “Defending the thesis” of the present Guidelines.

Recommended articles:

LaPlaca, P., Lindgreen, A., & Vanhamme, J. (2018). How to write really good articles for premier academic journals. *Industrial Marketing Management*, 68, 202–209. <https://doi.org/10.1016/j.indmarman.2017.11.014>

Locke, K., & Golden-Biddle, K. (1997). Constructing opportunities for contribution: structuring intertextual coherence and “problematizing” in organizational studies. *Academy of Management Journal*, 40(5), 1023–1062. <https://doi.org/10.5465/256926>

Nicholson, D., LaPlaca, P., Al-Abdin, A., Breese, R., & Khan, Z. (2018). What do introduction sections tell us about the intent of scholarly work: A contribution on contributions. *Industrial Marketing Management*, 73, 206–209. <https://doi.org/10.1016/j.indmarman.2018.02.014>

**Appendix 2. Sample formulations for the problem, goal, hypothesis, research question and research tasks of a thesis**

	Example 1	Example 2	Example 3
Problem	Department X of an accommodation establishment has developed employee turnover after a new middle manager took over.	How does the more efficient empowerment of (reception) employees increase their service capability?	How do tourism companies that are targeted to families with children plan their marketing abroad?
Goal	Identify the reasons of employee turnover in organisation X and offer suggestions to make personnel management more effective.	Present recommendations on possibilities to empower reception employees in company X in order to increase their service capability.	Present suggestions for South Estonian tourism companies that are focused on families with children on planning their marketing abroad.
Hypothesis		More effective empowerment of reception employees improves their service quality, self-confidence, motivation and sense of responsibility, thus, increasing their service capability.	
Research question	Which aspects affect the development of staff satisfaction in an organisation and contribute to developing a stable personnel?	How does the more effective empowerment of reception employees impact their service capability? or What possibilities are there to empower reception employees? (add the name of the company)?	How do South Estonian tourism companies that offer products and services to families with children plan their marketing for other countries? or How do South Estonian tourism companies market their products and services to families with children abroad?

## Appendix 2 continued

	Example 1	Example 2 and 3
Research tasks	<ul style="list-style-type: none"> <li>• identify the links between employee turnover and job satisfaction as well as the relevance and prerequisites of developing a stable personnel;</li> <li>• provide a comparative overview of the theories of measuring job motivation and satisfaction;</li> <li>• provide a synthesizing overview of the specifics and challenges of personnel management in the context of accommodation establishments;</li> <li>• provide an overview of the area, personnel management and problems of employee turnover of company X;</li> <li>• conduct a job satisfaction analysis in company X and analyse the results; draw conclusions from the job satisfaction analysis and make suggestions to decrease employee turnover in company X.</li> </ul>	<ul style="list-style-type: none"> <li>• compiling a literature review on the topic of marketing tourism services and products, ...;</li> <li>• designing and conducting the research using the ... method, in order to find out ...;</li> <li>• analysing the results of the research;</li> <li>• drawing conclusions and presenting recommendations for improvement ... (who they are targeted to and, if possible, which field do the recommendations relate to).</li> </ul>

**Appendix 3. Example of the extended plan of an MA thesis**

Author's name

**THE THESIS TITLE**

Supervisor: .....

**EXTENDED PLAN OF MASTER THESIS**

1. Relevance of the topic, the research problem

.....

2. The aim, hypotheses and/or research questions and main research tasks

.....

3. Theoretical background

.....

4. Empirical part

.....

5. Thesis structure

.....

6. List of references

.....

Date:



## Appendix 4. Example of Table of contents

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## Appendix 5. Non-exclusive licence

### Non-exclusive licence to reproduce the thesis and make the thesis public

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*(author's name)*

1. grant the University of Tartu a free permit (non-exclusive licence) to reproduce, for the purpose of preservation, including for addition to the DSpace digital archives until expiry of the term of copyright, my thesis

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\_\_\_\_\_  
\_\_\_\_\_  
*(title of thesis)*

supervised by \_\_\_\_\_,  
*(supervisor's name)*

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4. I confirm that granting the non-exclusive licence does not infringe other persons' intellectual property rights or rights arising from the personal data protection legislation.

*author's name*

*dd/mm/yyyy*

## Appendix 6. Non-exclusive licence with restriction

### Non-exclusive licence to reproduce the thesis and make the thesis public

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(*author's name*)

1. grant the University of Tartu a free permit (non-exclusive licence) to reproduce, for the purpose of preservation, including for adding to the DSpace digital archives until the expiry of the term of copyright, my thesis

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\_\_\_\_\_  
\_\_\_\_\_  
(*title of thesis*)

supervised by \_\_\_\_\_,  
(*supervisor's name*)

2. I grant the University of Tartu the permit to make the thesis specified in point 1 available to the public via the web environment of the University of Tartu, including via the DSpace digital archives, under the Creative Commons licence CC BY NC ND 4.0, which allows, by giving appropriate credit to the author, to reproduce, distribute the work and communicate it to the public, and prohibits the creation of derivative works and any commercial use of the work from **dd/mm/yyyy** until the expiry of the term of copyright,
3. I am aware that the author retains the rights specified in points 1 and 2.
4. I confirm that granting the non-exclusive licence does not infringe other persons' intellectual property rights or rights arising from the personal data protection legislation.

*author's name*

*dd/mm/yyyy*

## Appendix 7. Example of the signature page of a Master Thesis

Recommendation for permission to defend thesis (digitally signed)

*supervisor's name*

(digitally signed)

*co-supervisor's name*

Permission for public defence

The programme director, Pärnu College of the University of Tartu

(digitally signed)

*programme director's name*

This Master thesis has been compiled independently. All works by other authors used while compiling the thesis as well as principles and data from literary and other sources have been referred to.

(digitally signed)

*author's name*

**Appendix 8. Example of a title page of MA thesis**

UNIVERSITY OF TARTU  
Pärnu College  
Department of Tourism Studies

Elleriin Sillaots

**INCREASING SPA ATTRACTIVENESS AMONG MEN:  
CASE OF ESTONIA**

Master thesis

Supervisor: Melanie Kay Smith, PhD

Pärnu 2020

**Appendix 9. Example of a title page of other academic paper (essay, report)**

UNIVERSITY OF TARTU

Pärnu College

Mari Maasikas

WS-1

**DAY SPA PACKAGES**

Report

Supervisor: Melanie Kay Smith, PhD

Pärnu 2020

## Appendix 10. Reference list and in-text citation in the APA style

Source	Reference list examples	In-text examples
Periodicals	Author, A. A., Author, B. B., & Author, C. C. (year). Title of article. <i>Title of periodical, volume number</i> (issue number), pp–pp. DOI or URL	
Journal article with DOI	Herbst-Damm, K. L., & Kulik, J. A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. <i>Health Psychology, 24</i> (2), 225–229. <a href="https://doi.org/10.1037/0278-6133.24.2.225">https://doi.org/10.1037/0278-6133.24.2.225</a>	(Herbst-Damm & Kulik, 2005, p. 226)
Journal article without DOI, retrieved online	Sillick, T. J., & Schutte, N. S. (2006). Emotional intelligence and self-esteem mediate between perceived early parental love and adult happiness. <i>E-Journal of Applied Psychology, 2</i> (2), 38–48. <a href="http://pandora.nla.gov.au/pan/51365/20070816-0000/ojs.lib.swin.edu.au/index.php/ejap/article/view/71/100.html">http://pandora.nla.gov.au/pan/51365/20070816-0000/ojs.lib.swin.edu.au/index.php/ejap/article/view/71/100.html</a>	(Sillick & Schutte, 2006, p. 40)
Journal article without DOI	Paivio, A. (1975). Perceptual comparisons through the mind’s eye. <i>Memory &amp; Cognition, 3</i> (6), 635–647.	(Paivio, 1975, p. 640)
21 or more authors	EFSA Panel on Nutrition, Novel Foods and Food Allergens (NDA), Castenmiller, J., de Henauw, S., Hirsch-Ernst, K. I., Kearney, J., Knutsen, H. K., Maciuk, A., Mangelsdorf, I., McArdle, H. J., Naska, A., Pelaez, C., Pentieva, K., Siani, A., Thies, F., Toubour, S., Vinceti, M., Bresson, J. L., Fewtrell, M., Kersting, M., ... Turck, D. (2019). Appropriate age range for introduction of complementary feeding into an infant's diet. <i>EFSA Journal, 17</i> (9), Article e05780. <a href="https://doi.org/10.2903/j.efsa.2019.5780">https://doi.org/10.2903/j.efsa.2019.5780</a>	(EFSA Panel on Nutrition, Novel Foods and Food Allergens [NDA] et al., 2019, p. 5)
Two to 20 authors	Schwartz, S. J., Weisskirch, R. S., Hurley, E. A., Zamboanga, B. L., Park, I. J. K., Kim, S. Y., Umaña-Taylor, A., Castillo, L. G., Brown, E., & Greene, A. D. (2010). Communalism, familism, and filial piety: Are they birds of a collectivist feather? <i>Cultural Diversity and Ethnic Minority Psychology, 16</i> (4), 548–560. <a href="http://dx.doi.org/10.1037/a0021370">http://dx.doi.org/10.1037/a0021370</a>	(Schwartz et al., 2010, p. 550)
Article with an article number	Xu, Y., Lai, K. K., & Leung, W. K. J. (2020). A consensus-based decision model for assessing the health systems. <i>PLoS ONE, 15</i> (8), e0237892. <a href="https://doi.org/10.1371/journal.pone.0237892">https://doi.org/10.1371/journal.pone.0237892</a> .	(Xu et al., 2020, p. 3)

## Appendix 10 continued

Source	Reference list examples	In-text examples
Journal article, advance online publication	Bertella G. (2020). Re-thinking sustainability and food in tourism. <i>Annals of Tourism Research</i> , Article 103005. Advance online publication. <a href="https://doi.org/10.1016/j.annals.2020.103005">https://doi.org/10.1016/j.annals.2020.103005</a>	(Bertella, 2020)
Article, in press	Borghi, M., & Mariani, M. M. (in press). Service robots in online reviews: Online robotic discourse. <i>Annals of Tourism Research</i> . <a href="https://doi.org/10.1016/j.annals.2020.103036">https://doi.org/10.1016/j.annals.2020.103036</a>  Update your references close to the publication date of your work and refer to final versions of your sources.	(Borghi & Mariani, in press)
Journal article without DOI, title translated into English	Guimard, P., & Florin, A. (2007). Les évaluations des enseignants en grande section de maternelle sont-elles prédictives des difficultés de lecture au cours préparatoire? [Are teacher ratings in kindergarten predictive of reading difficulties in first grade?]. <i>Approche Neuropsychologique des Apprentissages chez l'Enfant</i> , 19, 5–17.	(Guimard & Florin, 2007, p. 6)
Journal article with URL, title translated into English	Горегляд, В. П. (2017). Современный аудит: проблемы и перспективы [Current audit: problems and future]. <i>Деньги и Кредит</i> , (2), 6–13. <a href="https://www.cbr.ru/publ/MoneyAndCredit/goreglyad_02_17.pdf">https://www.cbr.ru/publ/MoneyAndCredit/goreglyad_02_17.pdf</a>	(Горегляд, 2017, p. 7)
Special issue in a journal	Haney, C., & Wiener, B. L. (Eds.). (2004). Capital punishment in the United States [Special issue]. <i>Psychology, Public Policy, and Law</i> , 10(4).	(Haney & Wiener, 2004)
Special section in a journal	Greenfield, R., & Yan, Z. (Eds.). (2006). Children, adolescents, and the Internet [Special section]. <i>Developmental Psychology</i> , 42(3), 391–458.	(Greenfield & Yan, 2006, p. 395)
Newspaper article		
Printed	Schwartz, J. (1993, September 30). Obesity affects economic, social status. <i>The Washington Post</i> , pp. A1, A4.	(Schwartz, 1993, p. A4)
Online	Brody, J. F. (2007, December 11). Mental reserves keep brain agile. <i>The New York Times</i> . <a href="https://www.nytimes.com/2007/12/11/health/11iht-11brod.8685746.html">https://www.nytimes.com/2007/12/11/health/11iht-11brod.8685746.html</a>	(Brody, 2007)



**Appendix 10 continued**

Source	Reference list examples	In-text examples
Blog post	Rutledge, P. (2019, March 11). The upside of social media. <i>The Media Psychology Blog</i> . <a href="http://www.pamelarutledge.com/2019/03/11/the-upside-of-social-media">http://www.pamelarutledge.com/2019/03/11/the-upside-of-social-media</a>	(Rutledge, 2019)
Books	Author, A. A. (year). <i>Title of work</i> . Publisher. DOI or URL Editor, A. A. (Ed.). (year). <i>Title of work</i> . Publisher. DOI or URL	
Single author	Jackson, L. M. (2019). <i>The psychology of prejudice: From attitudes to social action</i> (2nd ed.). American Psychological Association. <a href="https://doi.org/10.1037/0000168-000">https://doi.org/10.1037/0000168-000</a>	(Jackson, 2019, p. 10)
Print version	Downie, R. S., Fyfe, C., & Tannahill, A. (1995). <i>Health promotion: models and values</i> . Oxford University Press.	(Downie et al., 1995, p. 10)
Editor	Kasdorf, W. E. (Ed.). (2003). <i>The Columbia guide to digital publishing</i> . Columbia University Press.	(Kasdorf, 2003, p. 10)
Non-English book, title translated into English	Терехов, А. А. (2001). <i>Аудит: перспективы развития</i> [Audit: development perspectives.]. Финансы и статистика.	(Терехов, 2001, p. 10)
Book chapter	Author, A., & Author, B. (year). Title of chapter. In A. Editor, B. Editor, & C. Editor (Eds.), <i>Title of book</i> (pp. xx–xx). Publisher. DOI or URL	
With DOI	Godfrey, K. (2006). The ‘developmental origins’ hypothesis: Epidemiology. In P. Gluckman & M. Hanson (Eds.), <i>Developmental origins of health and disease</i> (pp. 6–32). Cambridge University Press. <a href="http://dx.doi.org/10.1017/CBO9780511544699.003">http://dx.doi.org/10.1017/CBO9780511544699.003</a>	(Godfrey, 2006, p. 14)
Without DOI, with URL	Harris, W. A. (2005). Developmental genetics. In B. Hopkins, R. G. Barr, G. F. Michel, & P. Rochat (Eds.), <i>The Cambridge encyclopedia of child development</i> (pp. 482–486). Cambridge University Press. <a href="https://khanahmadli.files.wordpress.com/2019/01/encyclopedia-of-child-development.pdf">https://khanahmadli.files.wordpress.com/2019/01/encyclopedia-of-child-development.pdf</a>	(Harris, 2005, p. 485)
Print version	Haybron, D. M. (2008). Philosophy and the science of subjective well-being. In M. Eid & R. J. Larsen (Eds.), <i>The science of subjective well-being</i> (pp. 17–43). Guilford Press.	(Haybron, 2008, p. 20)

**Appendix 10 continued**

Source	Reference list examples	In-text examples
Book with shorten URL	Worell, J., & Goodheart, C. D. (2006). <i>Handbook of girls' and women's psychological health</i> . Oxford University Press. <a href="http://inx.lv/L1ba">http://inx.lv/L1ba</a>	(Worell & Goodheart, 2006, p. 40)
Reference book, dictionary	<p data-bbox="394 627 555 659">Group author</p> <p data-bbox="416 746 555 778">One author</p>	<p data-bbox="1653 627 1939 659">(Merriam-Webster, n.d.)</p> <p data-bbox="1653 746 1912 778">(Brislin, 1984, p. 320)</p>
Technical and research reports	<p data-bbox="282 898 555 930">Report by organization</p> <p data-bbox="282 1050 555 1114">Report by individual authors at organization</p> <p data-bbox="394 1201 555 1233">Annual report</p>	<p data-bbox="1653 898 2033 962">(U.S. Department of Health and Human Services et al., 2014)</p> <p data-bbox="1653 1050 1912 1082">(Varblane et al., 2016)</p> <p data-bbox="1653 1201 2033 1265">(World Health Organization, 2020)</p>



**Appendix 10 continued**

Source	Reference list examples	In-text examples
Data set, statistics from website	<p>Author, A. (year). <i>Title of data set</i> [Data set]. Publisher. DOI or URL</p> <p>Pew Research Center. (2018). <i>American trends panel Wave 26</i> [Data set]. <a href="https://www.pewsocialtrends.org/dataset/american-trends-panel-wave-26/">https://www.pewsocialtrends.org/dataset/american-trends-panel-wave-26/</a></p> <p>O’Donohue, W. (2017). <i>Content analysis of undergraduate psychology textbooks</i> (ICPSR 21600; Version V1) [Data set]. ICPSR. <a href="https://doi.org/10.3886/ICPSR36966.v1">https://doi.org/10.3886/ICPSR36966.v1</a></p>	<p>(Pew Research Center, 2018)</p> <p>(O’Donohue, 2017)</p>
Photograph	<p>Westinghouse Electric Corporation. (2009). <i>Lightning model</i> [Photograph]. <a href="http://photography.nationalgeographic.com/photography/photo-of-the-day/lightning-model-pod-best09/">http://photography.nationalgeographic.com/photography/photo-of-the-day/lightning-model-pod-best09/</a></p>	<p>(Westinghouse Electric Corporation, 2009)</p>
Map	<p>Lewis County Geographic Information Services. (2002). <i>Population density, 2000 U.S. Census</i> [Map]. <a href="http://maps.lewiscountywa.gov/maps/Demographics/census-popdens_2000.pdf">http://maps.lewiscountywa.gov/maps/Demographics/census-popdens_2000.pdf</a></p>	<p>(Lewis County Geographic Information Services, 2002)</p>
Software	<p>Borenstein, M., Hedges, L., Higgins, J., &amp; Rothstein, H. (2014). <i>Comprehensive meta-analysis</i> (Version 3.3.070) [Computer software]. Biostat. <a href="http://www.meta-analysis.com/index.html">http://www.meta-analysis.com/index.html</a></p>	<p>(Borenstein et al., 2014)</p>
Statutes	<p>Directive 2006/7/EC of the European Parliament and of the Council of 15 February 2006 concerning the management of bathing water quality and repealing Directive 76/160/EEC. (2006). <i>OJ L 64</i>, 4.3.2006, p. 37–51. <a href="http://data.europa.eu/eli/dir/2006/7/2014-01-01">http://data.europa.eu/eli/dir/2006/7/2014-01-01</a></p>	<p>(Directive 2006/7/EC..., 2006)</p>
Personal communications (letters, memos, interviews, e-mails, etc.)	<p>They are not included in the reference list.</p>	<p>(M. Must, personal communication, September 28, 2015) or M. Must (personal communication, September 28, 2015) or M. Must (e-mail, September 28, 2015)</p>

**Appendix 10 continued**

<b>Source</b>	<b>Reference list examples</b>	<b>In-text examples</b>
<p>Websites</p> <p>    Webpage on a news website</p> <p>    Webpage on a website, group author</p> <p>    Webpage on a website, individual author</p> <p>    Webpage on a website, no date</p>	<p>Author, A. (date). <i>Title of document</i>. Site name. URL</p> <p>Kennedy, L. (2020, August 26). <i>Staying home? These meal kit delivery services will keep you eating well</i>. CNN. <a href="https://us.cnn.com/2020/03/18/cnn-underscored/best-meal-delivery-service/index.html">https://us.cnn.com/2020/03/18/cnn-underscored/best-meal-delivery-service/index.html</a></p> <p>World Health Organization. (2018, March). <i>Questions and answers on immunization and vaccine safety</i>. <a href="https://www.who.int/mongolia/health-topics/vaccines/faq">https://www.who.int/mongolia/health-topics/vaccines/faq</a></p> <p>Steel, W. (2015, January 23). <i>Hints for web authors</i>. University of Mississippi. <a href="http://www.mcsr.olemiss.edu/~mudws/webhints.html">http://www.mcsr.olemiss.edu/~mudws/webhints.html</a></p> <p>Riscica, M. (n.d.). <i>Becoming an architect: what you need to know</i>. Young Architect. <a href="https://youngarchitect.com/becoming-an-architect/">https://youngarchitect.com/becoming-an-architect/</a></p>	<p>(Kennedy, 2020)</p> <p>(World Health Organization, 2018)</p> <p>(Steel, 2015)</p> <p>(Riscica, n.d.)</p>
<p>Table – reproduced from another source – enter the reference directly under the table and in the reference list.</p>	<p>Include under the table: Source: Maslach &amp; Leiter, 2008, p. 509.</p> <p>Include in the reference list: Maslach, C., &amp; Leiter, M. (2008). Early predictors of job burnout and engagement. <i>Journal of Applied Psychology</i>, 93(3), 498–512. <a href="https://doi.org/10.1037/0021-9010.93.3.498">https://doi.org/10.1037/0021-9010.93.3.498</a></p>	<p>As shown in Table 1 ... or Maslach and Leiter (2008, Table 1, row 3) ...</p>
<p>Figure</p>	<p>Include under the figure: Figure 2. Figure title. Source: Stahl &amp; Klauer, 2008, p. 573</p> <p>Include in the reference list Stahl, C., &amp; Klauer, K. C. (2008). A simplified conjoint recognition paradigm for the measurement of gist and verbatim memory. <i>Journal of Experimental Psychology: Learning, Memory and Cognition</i>, 34(3), 570–586. <a href="https://doi.org/10.1037/0278-7393.34.3.570">https://doi.org/10.1037/0278-7393.34.3.570</a></p>	<p>(Stahl &amp; Klauer, 2008, p. 573, Figure 2)</p>

**Appendix 10 continued**

Source	Reference list examples	In-text examples
<p>Authors citing other authors – secondary sources</p>	<p>Give the secondary source in the reference list.</p> <p>Book Smith, M. (2009). Regeneration of an historic spa town: A case study of spa in Belgium In M. Smith &amp; L. Puczko (Eds.), <i>Health and Wellness Tourism</i> (pp. 295–300). Mosby.</p> <p>Record the book that you actually used.</p> <p>Journal article Simon, A., Kafel, P., Nowicki, P., &amp; Casadesus, M. (2015). The development of complaints handling standards in spa companies: a case study analysis in Spain. <i>International Journal for Quality Research</i>, 9(4), 675–688.</p> <p>Record the article that you actually used.</p>	<p>Name the original work and give a citation for the secondary source.</p> <p>... (Groote, 2008, as cited in Smith, 2009, p. 296)</p> <p>or</p> <p>Groote’s study (as cited in Smith, 2009, p. 296)</p> <p>Lam and Dale (1999, as cited in Simon et al., 2015, p. 676)</p> <p>or</p> <p>... (Lam &amp; Dale, 1999, as cited in Simon et al., 2015, p. 676)</p>

Source: American Psychological Association, 2020, pp. 316–352

**Appendix 11. Reviewer opinion**

**REVIEWER OPINION/REVIEW**

The student of the University of Tartu Pärnu College .....  
and her/his Master thesis

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1. The objectives and structure of the thesis

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2. Theoretical approach (problems, terminology)

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3. Empirical approach (use of data: connections and logic)

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4. Literature

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5. Quality of wording, technical problems, language

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6. Questions, comments, suggestions

.....  
.....

7. Grade .....

Name of reviewer .....

/digitally signed/

## **Appendix 12. Grading criteria for dissertations at the Pärnu College of the University of Tartu**

Purpose of the dissertation. The purpose of preparing and defending a dissertation is to fortify and elaborate on the general and special knowledge acquired by the student throughout the curriculum, and to develop the skills of practical research and presentation.

Learning outcomes. A student who has prepared and defended a dissertation can:

- define and formulate a research problem, set a research goal, formulate hypotheses and/or research questions and research tasks;
- analyse, synthesize and generalise relevant scientific literature;
- select the relevant research method(s) and conduct research;
- analyse and interpret research findings;
- formulate conclusions and/or make recommendations based on the research conducted;
- use correct language in writing and speech (including special terminology);
- formalise and structure the dissertation according to the Thesis Guidelines;
- make a proper defence presentation and give reasoned answers to questions pertaining to the dissertation.

Dissertations with the following shortcomings cannot be given a positive grade:

1. Failure to respect the attitudes and values expected of graduates of the Pärnu College of the University of Tartu:
  - failure to submit the dissertation by the deadline;
  - failure to observe the main requirements of the Thesis Guidelines and prepare the thesis in a uniform style;
  - plagiarism;
  - the conclusions/recommendations of the thesis can be interpreted as invitations to actions inappropriate in the European cultural tradition.
2. Substantive shortcomings:
  - inconsistency between the title, research problem, goal, hypotheses and/or research questions, research tasks, methods, structure and content;



- the amount of and type of information sources used in the thesis are not adequate to form a sufficient theoretical basis for discussing the issue;
- the thesis contains serious factual and/or methodological errors, including a sample that is not adequate/relevant for achieving the research goal;
- the research findings have not been substantively analysed and interpreted;
- the thesis contains language mistakes and its content is difficult to understand;
- the author cannot present the content of the thesis and adequately answer questions at the defence.

**Appendix 12 continued. Criteria for positive grades**

Outcome 1. Can define and formulate a research problem, set a research goal, formulate hypotheses and/or research questions and research tasks

<b>Criterion</b>	<b>E</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>
Definition of research problem	The problem has been worded.	The problem has been clearly identified.	The problem has been clearly identified and understandably worded.	The problem has been clearly identified and understandably reasoned and worded.	The problem has been clearly and understandably worded based on literature, and its relevance has been reasoned.
Wording and achievement of the research goal	The goal has been worded and achieved in part.	The goal has been worded clearly and understandably, and achieved in part.	The goal has been worded clearly and understandably and associated with the problem. The goal has been achieved.	The goal has been worded clearly and understandably and associated with the problem. The goal has been achieved and its achievement understandably demonstrated.	The goal, worded unequivocally on the basis of the problem, has been clearly presented. The goal has been achieved and its achievement clearly demonstrated.
Wording of hypotheses and/or research questions	Hypotheses and/or research questions have been worded and are in general accordance with the goal.	Hypotheses and/or research questions have been worded and associated with the goal.	Hypotheses and/or research questions have been worded correctly and associated with the goal.	Hypotheses and/or research questions have been worded correctly and understandably, and associated with the goal.	Hypotheses and/or research questions have been worded correctly and clearly, they are necessary and meaningful and are based on the goal.

Structure of the thesis	The structure of the thesis makes it possible to follow the presentation of the problem and the course taken to achieve the goal.	The structure of the thesis is generally logical, while some parts are weakly linked to the problem.	The structure of the thesis is logical; all parts are associated with the topic.	The structure of the thesis is logical; all parts are associated with the topic. The approach to the problem is clear.	The structure of the thesis is logical; all parts are associated with the topic. The approach to the problem corresponds to academic practice.
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Outcome 2. Can analyse, synthesize and generalise relevant scientific literature

<b>Criterion</b>	<b>E</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>
Adequacy of theoretical overview	The theoretical part gives an overview of the topic, although sources are not associated with each other. There are inaccuracies in the use and/or interpretation of the sources. The theoretical framework of the dissertation creates a minimal acceptable theoretical basis for addressing the problem.	Theoretical standpoints have been presented in the thesis and/or have not been correctly associated with each other. There are inaccuracies in the use and/or interpretation of sources. The theoretical framework of the dissertation creates an acceptable theoretical basis for addressing the problem.	Various theoretical standpoints have been compared. The generalisations and conclusions drawn by the author are sufficient. There are inaccuracies in the use and/or interpretation of sources. The theoretical framework of the dissertation is consistent and supports the conduct of the research and presentation of the findings.	Various source materials have been mutually associated and the author's generalisations and conclusions have been clearly presented. The theoretical framework of the dissertation supports the conduct of the research and presentation of the findings.	Various source materials, including the findings of previous studies, have been skilfully used and the author has drawn his or her own conclusions. Generalisations have been clearly presented. The theoretical framework of the dissertation well supports the conduct of the research and the presentation of the findings.

Relevance and up-to-dateness of the literature	Literature sources are generally relevant, while most information sources are not from scientific literature and/or not quite up-to-date.	Literature sources are generally relevant, but most of them are not from scientific sources and/or not quite up-to-date.	Literature sources are relevant and up-to-date; the amount of scientific literature is sufficient.	Literature sources are relevant and up-to-date, presenting the latest information; the author has mostly used scientific literature.	The literature sources are representative, relevant and up-to-date, presenting the latest information; the author has relied on scientific literature.
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Outcome 3. Can select the relevant research method(s) and conduct research

<b>Criterion</b>	<b>E</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>
Justification of the choice of research methodology	Research methodology has been described superficially and/or inadequately justified.	Research methodology has been described with adequate clarity, but its use has been justified superficially.	Research methodology has been clearly presented and justified.	Research methodology has been clearly presented and adequately justified.	Research methodology has been clearly presented and adequately justified. The precision of the research tools has been analysed.
Relevance of the data used for the goals of the thesis	The use of data has been modest, but they make it possible to discuss the problem.	The data used allow a discussion of the problem and present research-based conclusions.	The data used are sufficient and relevant to discussing the problem.	The data used are sufficient, up-to-date and relevant to discussing the problem.	The data used are sufficient, up-to-date and relevant to discussing the problem.
Description of the research procedure	The research procedure has been described superficially.	The research procedure has been described, but not in a logical order.	The research procedure has been described understandably.	The research procedure has been described with sufficient thoroughness, but there are a few inaccuracies.	The research procedure has been described clearly and with sufficient thoroughness and facilitates a repeat study.

Outcome 4. Can analyse and interpret research findings

<b>Criterion</b>	<b>E</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>
Quality of data analysis	Analysis is largely descriptive.	Analysis is partly descriptive.	Analysis is generally correct, the findings have been interpreted and generalised and the conclusions and recommendations clearly presented.	Analysis is correct and meaningful, the findings have been synthesized to an appropriate extent and their interpretation has led to clear conclusions and/or feasible recommendations.	Analysis is correct and meaningful, the findings have been synthesized to an appropriate extent and their interpretation has led to clear conclusions and/or feasible recommendations.
Presentation of findings	The findings from the data analysis have only been presented partially and are only partially in line with the aims of the thesis.	The findings from the data analysis have been presented satisfactorily and are in line with the aims of the thesis.	The findings from the data analysis have been presented well and show good relevance to the aims of the thesis.	The findings from the data analysis have been presented very well and are thoroughly relevant to the aims of the thesis.	The presentation of the findings from the data analysis is excellent and shows full and complete relevance to the aims of the thesis.
Answers to hypotheses and/or research questions	Some adequate proof of the hypotheses and/or answers to the research questions have been presented.	Adequate proof of the hypotheses and/or answers to the research questions have been presented.	Adequate proof of the hypotheses and/or answers to the research questions have been presented along with some reasoning.	Adequate proof of the hypotheses and/or answers to the research questions have been presented along with meaningful reasoning.	Adequate proof of the hypotheses and/or answers to the research questions have been presented along with meaningful reasoning, relying on literature or the specificity of the research.

Links between the empirical and theoretical parts	The link between the empirical and theoretical parts has been presented modestly but they have not been adequately justified. The findings are weakly linked to earlier research and/or theories.	The link between the empirical and theoretical parts has been partly presented. The findings are acceptably linked to earlier research and/or theories.	The findings are consistent in the theoretical and empirical parts. The findings are clearly linked to earlier research and/or theories.	The findings are consistent in the theoretical and empirical parts. The findings are linked to earlier research and/or theories in a thorough and structured manner.	The findings are consistent in the theoretical and empirical parts and have been compared and synthesized. The findings are exhaustively linked to earlier research and/or theories.
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Outcome 5. Can formulate conclusions and/or make recommendations based on the research conducted

<b>Criterion</b>	<b>E</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>
Reference to the applicability of the findings	Some conclusions and/or recommendations have been drawn from the findings.	The conclusions have been presented in a simplified manner and recommendations are one-sided, but in line with the goal of the thesis.	The author's conclusions and/or recommendations are adequate and in good accordance with the goal of the thesis.	The author's conclusions and/or recommendations are in good accordance with the goal of the thesis.	The author's recommendations, meaningful conclusions and generalisations are in good accordance with the goal of the thesis and are only based on the findings of the research.

Outcome 6. Can use correct language in writing and speech (including special terminology)

<b>Criterion</b>	<b>E</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>
Language use in the thesis	The text is generally understandable, with some mistakes in the use of terminology, and difficult to read. The thesis partly meets the requirements for academic language and style.	The presentation style is largely consistent, but only understandable in broad terms. There are mistakes in the use of terminology. The thesis generally meets the requirements for academic language and style.	The presentation style of the thesis is consistent, the text is understandable, there are a few random mistakes. The thesis meets the requirements for academic language and style.	The text is linguistically understandable, the terminology is correct and the wording is fluent. The thesis meets the requirements for good academic language and style.	The text is linguistically understandable, the terminology is correct and up-to-date, and the wording is fluent. The thesis fully meets the requirements for academic language and style.

Outcome 7. Can formalise and structure the dissertation according to the Thesis Guidelines

<b>Criterion</b>	<b>E</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>
Compliance of volume	The thesis is too short for presenting and discussing the problem.	The volume of the thesis is sufficient for presenting and discussing the problem.	The volume of the thesis allows for discussing the problem with necessary thoroughness.	The volume of the thesis is optimal for a comprehensive discussion of the problem and well in line with requirements.	The volume of the thesis is optimal for a comprehensive discussion of the problem and fully in line with requirements.
Compliance of format	The guidelines for the format have been generally followed, but the presentation style of the thesis is inconsistent.	The guidelines for the format have been generally followed, but there are mistakes that do not materially influence the quality of the thesis.	The format of the thesis meets the basic requirements; the few errors do not influence the quality or clarity of the thesis.	The format of the thesis meets the requirements and is consistent in its style.	The format of the thesis is exemplary and consistent in its style.

Compliance of referencing	The requirements for in-text referencing and presentation of sources have been followed in most cases. The list of references does not contain all the sources referred to in the text, or vice versa.	The requirements for in-text referencing and presentation of sources have been followed in most cases.	In-text referencing and presentation of sources meet the requirements. All sources used have been referred to/listed.	In-text referencing and presentation of sources are in good accordance with the requirements. All sources used have been referred to/listed.	In-text referencing and presentation of sources are in full accordance with the requirements. All sources used have been correctly referred to/listed.
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Outcome 8. Can make a proper defence presentation and give reasoned answers to questions pertaining to the dissertation

<b>Criterion</b>	<b>E</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>
Clarity of public presentation of the thesis	The presentation makes it possible to follow the content of the thesis, but does not give an adequately clear overview of the findings; discussion and conclusions have been presented superficially.	The presentation gives an adequate overview of the thesis and its findings. The presentation is understandable.	The presentation gives a logical overview of the thesis and its findings. The presentation is clear.	The presentation gives a meaningful overview of the main parts of the thesis, is well structured and sufficiently illustrated, and the findings have been clearly presented.	The presentation gives a meaningful overview of the main parts of the thesis and is excellently structured and illustrated. The presentation is absorbing and clear.
Answering the questions	The student can somehow answer most of the questions at the defence.	The student can give meaningful answers to most of the questions asked about the thesis, but discussion is minimal.	The student can give meaningful answers to all the questions asked about the thesis.	The student can give meaningful answers to all the questions asked about the thesis and is familiar with the research area.	The student can give thorough and meaningful answers to all the questions asked about the thesis and is highly familiar with the research area.