

UNIVERSITY OF LIMASSOL

SCHOOL: FACULTY OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT: EDUCATIONAL SCIENCES

UNIVERSITY OF WESTERN ATTICA

FACULTY: HEALTH AND WELFARE SCIENCES

DEPARTMENT: BIOMEDICAL SCIENCES

Guide for the Preparation of a Postgraduate Thesis

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Interdisciplinary Programme of Postgraduate Studies

SPECIAL EDUCATION AND NEW TECHNOLOGIES

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Table of amendments	
10/8/2018	Original version.
11/9/2018	Adding the possibility for students to choose a supervisor and collaboration between two students for the same PP.
5/3/2019	Condensation of the research areas, courses related to the thesis, addition of a stage of submission of the final text (third progression), deletion of all paragraphs related to the drafting of the WP and adding them to the text "model home pages".
8/6/2019	Clarification of the grading scale for dissertations Correction of the Coordination Committee
20/1/2020	Changing the fields of research declared by students and faculty. Clarification of the requirements for receiving a PP by two students.
15/10/2020	Added Turnitin audit and audit of compliance with the standard of the IP between second and third progress.
8/6/2021	"Special education" was added to the research fields, some of the other research fields were condensed. Change in the stages of awarding the .
4/3/2022	Change of the title of the MSc, correction of the method of awarding the dissertations to students. Changing the way of conducting the .

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Introduction

The purpose of compiling this guide is twofold. It gives detailed information on:

- the formal procedures to be followed for the preparation and presentation of the thesis to the postgraduate students of the Interdepartmental Postgraduate Programme of Studies (IPMS) and to the rapporteurs and supervisors; and
- how all parts of the thesis are assessed during the course of the thesis until its completion.

The educational purpose of the thesis

The is part of the overall educational process and is a prerequisite for the completion of the Master's Degree Programme.

The purpose of the thesis is to demonstrate the ability of the postgraduate student to expand his/her knowledge, to assimilate new knowledge and to express it correctly.

The purpose of student research is review and review the knowledge acquired so far, to define and study a problem, to interpret phenomena or situations and the combination of the above depending on the topic and the graduate student's ability to analyze, synthesize and logically process the data. The most common approaches are research literature, experiment, case studies and surveys.

The objectives of the thesis are the following:

1. Enhancing the student's ability to deal with a problem.
2. To enhance learning by studying and working through an important problem and acquiring new knowledge from the study.

3. To strengthen the student's ability to give a complete and correct solution to problems that may arise.
4. To train the student to search, investigate, select, use and record information from bibliographic sources.
5. The student's practice in writing and presenting a text with information from bibliographic sources, without altering the meaning of the information from the original.
6. The training of the student in the ability to write not only a thesis but any kind of text that needs to contain scientific thinking, presentation of positions and proposals, submission of new ideas and directions and, in general, any kind of text that serves the scientific nature of the author and the promotion of his ideas and proposals.

Stages in the assignment of the thesis

Graduate students who have completed the first two (2) semesters and have successfully completed at least seven (7) of the nine (9) common courses of the Programme of Studies are entitled to undertake a thesis.

At the end of the third (3) semester:

- postgraduate students declare online a field of scientific interest according to the table below.
- Supervisor candidates declare one (1) to three (3) areas of research interest.

The declaration of

The Course Coordinator and the Coordinating Committee (CC) of the IMMS reserves the right to revise the list of areas of research interest according to demand and the educational/research needs of the IMMS.

Fields of research interest

Field number	Research field	Content
1	Special Education in pre-school education	It mainly concerns kindergarten teachers and nursery nurses or people who want to do research with these ages.
2	Primary & Secondary education	It mainly concerns teachers or people who want to deal with research with students of childhood, pre-adolescence and adolescence.
3	Technical education, informal adult education and higher education	It concerns technical education through EPALs but also any form of technical, vocational education e.g. technical schools, apprenticeship schools of the OAED. training through apprenticeships, seminars, vocational training, etc. and higher education.
3	Distance learning and application of technologies in education	It concerns distance education at any level of education as well as education through modern technologies at any level of education.
5	Education of minority teachers, third Age	It concerns the education of educational minorities (e.g. children of Roma, refugees, Muslim minority, foreigners permanently residing in Greece) at any level. education and education in old age.
6	Applications of biomedical sciences in education, Neurobiology, Genetics of learning disabilities	It concerns the biomedical approach to education in terms of the neurobiological phase of education, the education of chronically ill people and the genetic origin of learning difficulties.
7	Inclusion and Special Education	It concerns teachers of primary and secondary education who want to deal with special education and receive the relevant certification.

After the declaration of the research areas by both parties, students seek a coordinator for their thesis in the same research area as their own. Students declare themselves the topic of their thesis and the name of their coordinator on the course website. However, as long as students do not come up with a thesis title on their own and

coordinator, the Course Coordinator, taking into account the student's declared research field, assigns the student to a lecturer of a corresponding research field.

In addition, there is the possibility for two (2) postgraduate students to carry out a research project if the students request it, with the consent of the rapporteur, and approved by the AC. These dissertations have a research orientation that justifies sharing the workload between two students.

At the beginning of the fourth (4th) semester, the Course Coordinator assigns one of the lecturers the role of second supervisor to each of the theses based on the research field they have declared.

Supervisor A (rapporteur) and Supervisor B evaluate and guide the thesis as defined below. For formal reasons, a C' supervisor is also appointed who has a marking role only if there is a disagreement between the rapporteur (supervisor A) and supervisor B'. The topics, the three-member examination board and the dates of the advances are officially announced with the agreement of the AC.

Stages of conducting the thesis

The dissertations of the IMMS are organised, coordinated and monitored through a separate website.

Training in writing: before starting to submit thesis students are trained online or face-to-face on issues related to the writing of theses and the search for bibliographic sources.

First progress (drafting of initial pages): two months from the start of the third year (3) semester, the student uploads the text of the first progress report to supervisor A (rapporteur) and supervisor B (grader). This text contains specific pages and content contained in the accompanying text of this guide called "model initial pages".

The two supervisors evaluate the 1^h progress on a scale: Accept, Accept with reservations, Reject due to late declaration, Reject. In case of rejection, comments and observations are sent to the student. The student has time to make the necessary corrections until the second progression. Dissertations that have not been submitted at the first progression or have not been approved at least one of the two supervisors cannot be submitted at the second progression.

Second progress (final draft of the text): two months before the presentation of the thesis, the student sends the supervisor A (rapporteur) and the supervisor B (evaluator) the text of the second progress. This text follows the format requested in the first progress report and contains the development of the entire , but does not necessarily constitute the final text. For example, the final conclusions may be missing, or it may still contain omissions, spelling and syntax errors. In any case, this text should be in a format that allows to be completed in less than a month. In case of rejection, comments and remarks are sent to the student. The student has time to make the necessary corrections until the third progress. Dissertations that have not been submitted in the second progression or have not been approved separately by the two supervisors cannot be submitted in the third progression. The two supervisors evaluate the 1st progress with a scale: Accepted, Accepted with reservations, Rejected due to late declaration, Rejected. In case of rejection, comments and remarks are sent to the student.

Third progress (submission of the final text): students submit their final text no later than two weeks before the presentation of their theses. This text is graded by the A and B supervisors in accordance the criteria set out in the paragraph 'Evaluation criteria for the thesis'.

Turnitin check: each student is responsible for checking the similarity percentage of his/her text with international document databases (plagiarism check) and uploading the similarity report to his/her moodle.

course. The plagiarism document is checked by the A supervisor and accordingly rejects or accepts the validity of the PP.

Checking compliance with the PP standard: theses are written to a specific standard so that the whole thesis follows the same structure and syntax. At this stage, students upload their final text to a special place in moodle where the MA Coordinator checks the compliance with the standard and accepts or rejects the MA accordingly it is corrected and conforms to the specifications. This document will be uploaded to the PDA repository, Polynoe.

Fourth progress (presentation): theses that have successfully passed the first three progresses are presented before the supervisor A and the supervisor B. If one of the two teachers is absent, he or she will be replaced by supervisor C. The presentation days are published on MSc website at the beginning of the academic year.

Text formatting

It is described in the text "standard home pages and text formatting".

Change of thesis title

The change of title and rapporteur of the thesis can be made at all stages of its submission (first progress, second progress, final text). Note that a change of research field is allowed after approval by the MSc Coordination Committee.

Deliverables of the thesis

- **The text of the thesis**, its content and drafting is the main objective of the evaluation. The length of the main text should be at least 8,000 words, but its length depends on the subject of the thesis. These words exclude contents, abstracts, bibliography, tables and captions.

- **Multimedia.** In case the subject of the thesis is the development of new educational activities, the student delivers audiovisual material from them, such as videos, photos, graphics.
- **Software/websites/apps.** In case the subject of the thesis is the development of original software or a website, the material is delivered in a suitable form at least for the judgement of the rapporteur and the other members of the examination committee.
- **Construction.** If the subject of the thesis is the development of new educational activities using constructions (games, robotics constructions), these constructions should be available at least for the presentation of the thesis.

Presentation of the thesis

The presentation of the thesis can be done by:

- Short 10 - 15 minute lecture with slides.
- By demonstrating constructions e.g. robotics, games.
- By presenting software, websites or an app created for this purpose.

Good practices in writing the text of the thesis

The IMMS establishes the following rules, so that the appearance of the theses is uniform and there is a relative uniformity which allows the comparison and evaluation of the form of the thesis.

Good practices for electronic or print reading

1. All hyperlinks must be activated.
2. All images and tables will be captioned regardless of whether there is a reference to their content within the text.

3. It is not forbidden to use colour fonts in some cases, but bear in mind that they may not look good on the printed version of the thesis.

Studying and finding bibliographic sources

The acquisition of knowledge comes from many sources of information, which are classified as follows:

The primary written sources of information are books, articles in various scientific journals, conference proceedings, various reports and publications of official and scientific bodies, government publications, etc. It is only the primary sources that form the literature research and the rigorous scientific background of the scientist.

Secondary sources are monographs, textbooks, review articles, scientific abstracts on various topics, publication indexes to find specific publications, etc.

Tertiary sources are various guides, general bibliographies, encyclopedias etc., which mainly contribute to the simple information on a subject, i.e. the serious bibliographical study of a subject is not based on a guide or an encyclopedia.

Multimedia: the sources of the thesis can be audiovisual material (video, TV/radio broadcasts). Such sources add value to the thesis on a similar topic and students should also refer to them.

Compilation of research papers

The first part of a research paper, entitled "Introduction", deals with all the information needed to understand and justify the experiments carried out. The reader is introduced to the problem posed and the research or questions that led to it. The second section entitled "Methodology" contains the research method, the study sample, the research material and/or tools, and the research procedure. The third section, entitled 'The third section', is entitled 'The third section'.

"Results" describes what the results of the survey are. Particular care is taken to present the results *in* a clear and understandable way. If there is a statistical analysis of data, a section with a title will be inserted: 'Statistical analysis' describing the statistical techniques applied. The fourth section, entitled 'Discussion', shall describe similar work carried out by others and compare and comment on the results. Finally, a short "Conclusion" on the results and possible perspectives is provided.

Good practices in writing the text

Copying is tantamount to failure and is unethical to the requirements of an academic study. The quality of writing is directly related to the type of preparation and effort. The choice of words and sentence structure reflects the degree of understanding of the topic. The formulation of reasoning is characterised by clarity and conciseness, is understandable by others and leaves no gaps or questions. Avoid long sentences in which a lot of disparate information is crowded together. Avoid a literary style. Scientific writing should be simple, without verbiage or exaggeration. In the writing of the thesis, the syllabus taught in the MSc is not developed as it is well known. Such information is written as introduces the topic and is considered integral to the development of the main topic.

It is noted that the first time a foreign bibliographic term is mentioned, the Greek rendering is written first, followed by the international rendering and the internationally accepted abbreviation in parentheses. In the rest of the text, either the Greek rendering or the abbreviation is used. Where the text contains several abbreviations, it is advisable to include, at the beginning after the contents or at the end after the text and before the bibliography, a list of abbreviations with the international and Greek rendering.

Criteria for the evaluation of the thesis

- **Content validity (40%).** Scoring will be based on the quality of the references used. The use of a large number of primary sources will receive the maximum mark. Conversely, the use of secondary sources will limit the mark. Secondary sources include websites, newspapers, laws, circulars, etc. The mark will be judged by the number of references, the ratio of primary/secondary sources and the distribution of references within the text.

In detail:

- 0 points: There are fewer than 10 references, many of which are secondary. There are no in-text citations.
 - 10 points: There are less than 20 references and at least half of them are secondary. There are not many references in the text.
 - 20 degrees: There are more than 20 references but most of them are secondary.
 - 30 degrees: There are more than 25 references, but there are not many citations in the text; there are a very large number of references but the majority of them are secondary.
 - 35 degrees: There are more than 25 citations, the majority of which are primary but there are no extended or properly placed in-text citations.
 - 40 degrees: There are more than 25 references, the majority of which are primary with extensive in-text citations.
- **Structure of the thesis (10%):** This criterion checks whether the thesis follows the instructions given or applies generally accepted good practice in writing the thesis.

In detail:

- 0 points: The instructions given were not applied at all.
- 5 points: Only the instructions given were partially implemented.
- 10 points: The instructions given were followed to the letter.
- **Scientific adequacy of the review (10%).** Whether the MA is a research, a review or even an application of an original teaching method, there will be a review of literature references. The review should scientifically cover the topic of the thesis without straying from it.

In detail:

- 0 points: There is no literature review or it is too short.
- 5 points: The literature review does not fully cover the topic or goes off topic.
- 10 points: The literature review fully covers the topic.
- **Correct use of bibliographic standards (5%).** Students are required to faithfully follow one of the established bibliographic standards (e.g. APA, Harvard, Numeric, etc.). Depending on the bibliographic standard they follow, they should also write references to the in-text citations.

In detail:

- 0 points: The literature standard was not applied correctly or did not exist at all.
- 3 points: A specific literature standard was chosen but not applied correctly.
- 5 points: The chosen literature standard was adequately applied.
- **Correct use of the Greek language (5%).** This refers to spelling and syntax errors found in the text.

In detail:

- 0 points: There are more than 5 spelling, punctuation errors per page (including typing errors).

- 5 points: There are less than 4 spelling, punctuation, and syntax errors per page (including typing errors).
- **Innovative elements and research perspectives (20%).** Positive marks will be awarded to an MA whose topic is innovative in itself, such research work on new teaching methods or their application to particular educational groups. Such an MA may receive the maximum mark if it is able to be presented at a conference. Excellent marks are also awarded to PPs that are related to innovative activities in the community and receive relevant publicity.

In detail:

- 0 points: The thesis discusses a very common topic that is developed in educational textbooks.
- 10 points: The thesis does not promote innovative elements in education or has no research potential.
- 15 degrees: The thesis promotes innovative elements in education and/or has research potential.
- 20 points: the thesis promotes innovative elements and is able to be presented at a conference.
- **Presentation (20%).** The presentation stage enables students to develop their rhetorical and communication skills. Depending on the topic, they may demonstrate slides, constructions, computer applications, etc. If no presentation is made the appropriate grade will be deducted.

In detail:

- 0 points: The thesis has not yet been presented or is not planned to be presented.
- 5 points: The time allowed was not kept, the presentation had many errors, students read their presentation from a paper, did not answer the questions correctly.
- 10 points: The presentation was at a professional level but the time allowed was not respected or the students did not answer the questions correctly.

- 15 degrees: The time allowed was met, the presentation was at a professional level, the students had excellent knowledge of their topic, but the students did not choose the appropriate method for their presentation.
- 20 degrees: The time allowed was met, the presentation was at a professional level and the students had excellent knowledge of their topic, the students chose the appropriate method for their presentation.