

## **1. PURPOSE AND ORDER OF RESEARCH EXERCISES**

Students are required to complete three research practice courses during their undergraduate programme, the order of which students can choose to their own discretion:

- Research Practice I - Essay
- Research Practice II - Experiment
- **Research Practice III - Questionnaire**

The aim of the research practice course is to enable students to acquire the skills necessary for scientific research and to apply them appropriately in an independent research project. Through the research practice courses, students will be able to synthesise and critically analyse the scientific literature, to develop a research plan in accordance with the normative and ethical rules of scientific research, and to carry out empirical work on their own.

The scheduling of the research paper will be determined by the supervising lecturer: they will determine the submission deadlines for the research plan and the final draft, too. Frequent consultations between the supervisor and the students is an integral part of successfully passing this course.

### **Assessment of the research paper written as part of the research practice course (Appendix 3):**

All research practice courses have a uniform set of requirements. The supervisor will evaluate the research paper according to predefined form and content criteria, and will give the student an end-of-semester practical grade. The paper must be written in English, using sources in languages that the supervisor can speak.

Assessment limits:

1. 54-60 — excellent
2. 46-53 — good
3. 38-45 — fair
4. 31-37 — satisfactory
5. 0- 30 — unsatisfactory

The evaluation of the research paper is carried out by the supervisor using the evaluation form in Appendix 3.

In addition to complying with the basic formal requirements, it is recommended that the student should draw on the following competences when writing the thesis:

- The author has an adequate knowledge and understanding of the theories used in the essay.
- The author is familiar with the terminology of the theories used within the discipline and cites them accurately.
- The content of the essay is coherent and follows a clear arc from beginning to end.
- The student is able to reflect critically on his/her work (possible shortcomings, weaknesses — e.g., generalisability of results, reliability, validity, etc.)

## **II. CRITERIA FOR THE FORM AND CONTENT OF AN EMPIRICAL RESEARCH PAPER**

In an empirical research project, the student, under the guidance of the supervisor, may choose from the following options:

1. ***participate in an empirical research project in the field***. For a list of currently available research projects, the student can consult the departmental website or bulletin board, or contact the

supervisor. During the course, the supervisor will inform the student about the purpose of the study and the measurement tools used. After discussion with the supervisor, the student will carry out a part of the study (this may mean two or more variables) independently on the basis of a **research plan** (Appendix 1) previously prepared and approved by the supervisor. The expected length of this research plan is 2-3 pages. The independent work will include the *processing of the literature* of the phenomenon, *data management*, the performance of the appropriate *statistical analysis*, and the presentation of the results according to the form and content criteria of scientific peer-reviewed papers (see below for the length and format of the paper).

### **Participation in research should not be limited to data processing!**

2. ***implement your own research idea under the guidance of the supervisor.*** The requirements for the student are the same as in point 1, except that in this case the student is implementing his/her own idea. The student will prepare a research plan (Appendix 1) for his/her research idea, which, upon approval by the supervisor, he/she will carry out with guidance from the supervisor, and in compliance with the normative and ethical rules of scientific research.

The **questionnaire research method** is used to **determine the natural correlation of two (or more) variables, and the direction and degree of this relationship**. This method does *not* involve experimental manipulation and control of variables, and is therefore not suitable for the investigation of causality. It is, however, excellent for describing individual differences, systematic co-occurrence relationships between variables and for revealing patterns of association. This method includes:

- **objective tests** (ability and achievement tests),
- **personality tests** (projective tests, self-report questionnaires),
- **narrative analysis/content analysis**,
- **interviews**.

## **II.1 Scope and format of the thesis**

The expected length of the main text of the research paper: 25-30 000 characters (excluding title page, abstract, table of contents, references, appendices). Font type: Times New Roman, font size: 12, spacing: 1.5, margins: 2.5 cm, alignment: justified margins.

## **II.2 Structure of an academic essay**

Example: [APA7\\_student-paper.docx](#)

- **Title page** (with page number):
  - Title of the essay (bold, placed in the center)
  - Name of the author
  - Name of the institution
  - Name of the course
  - Supervisor's name
  - Date (year, semester)
- **Abstract:** on the first page after the title, a 10-15 sentences/no more than 300 words summary of the paper, including the main features of the work (objectives, main points of the argument, conclusion). 3-5 keywords following the abstract. The word '*keywords*' is italicised and separated from the listed keywords by a colon.
- **Table of contents** (with page numbers)
- **Description of the topic** (this starts on page 4 and is a coherent text, which the student can divide into subheadings according to the nodes of thought).

- *Research problem/question*, area of interest, phenomenon (clear formulation of the problem)
- In the *Introduction*, the student clarifies the conceptual framework of the problem/phenomenon, the significance of the problem, and the objective of the essay. The purpose of the introduction is to give the reader a clear understanding of the nature and significance of the problem, and its main theoretical or empirical justifications.
- In the *Discussion* section, the author presents (in detail) the problem/phenomenon outlined in the Introduction, based on the relevant literature. The main criterion for the content of the discussion is to show the author's logical train of thought as he or she looks at the initial premise of the question from every angle.
- The *Conclusion* is the author's discussion of the problem, based on an objective response to the problem posed in the introduction.

For the essay, the **minimum number of literature used is 10**.

### II.3 Additional conditions for empirical research using questionnaires

In case of plagiarism, the paper will automatically be marked as unsatisfactory. A Non-plagiarism Declaration Form (Annex 2) must be completed for each paper following the title page.

**Informed consent** is required in all studies where *anonymity may be compromised* in the slightest (e.g. experiments, questionnaire procedures where subjects can be identified).

In **developmental psychological work**, the following rules should be followed:

- If the **child is under 3 years of age**, the required information must be given in writing to the parent and only the parent can give signed consent on behalf of the child. The declaration can be downloaded from the documents section of the Institute's website.
- In all cases for **children aged 3-14 years**, parental informed consent is required, and verbal consent should be received from the child.
- **From the age of 14**, both the adolescent and the parent must provide informed consent. If the child's name is not included in the study (anonymous), a so-called *passive informed consent form* is sufficient from the parent (i.e. the parent is informed about the study, but only has to indicate if he or she does not agree with the study and does not consent to his or her child's participation). The form can be downloaded from the documents section of the Institute's website.

### III. PLAGIARISM

Students have to attach the **NON-PLAGIARISM DECLARATION FORM** to their papers (Appendix 2).

*What is plagiarism?*

**“Plagiarism is the act of presenting the words, ideas, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship (see APA Ethics Code Standard 8.11, Plagiarism).”**

(source: <https://apastyle.apa.org/style-grammar-guidelines/citations/plagiarism>)

Since the grading of the essay is the assessment of the student's knowledge, the supervisor is primarily interested in the student's knowledge, his/her own thoughts, and his/her understanding of the existing theories and results in the field of study. This criterion does not exclude the possibility that the student may occasionally quote from other authors, in most cases passages that condense the viewpoint the student wishes to present. In such cases, however, the quotation should always be correctly cited (after the quote, the name of the author(s), the year of publication of the original work,

and the corresponding page number of the book from which the quote is taken — see APA 7th edition guidelines).

For example: 'Plagiarism automatically gets a failing grade' (Vincze, 2009, p. 4). Any other case where a student adopts an idea from another author without quotation marks and proper citation is considered plagiarism. In addition, the student should refrain from copying an entire paragraph or a longer text, even if correctly cited, as this may violate the basic objective of the essay, which is to get to know the student's thinking.

An essay will not be accepted if the author submits all or part of a paper previously completed for another course as if it were a completely new paper. If the author wishes to apply his/her previous ideas to a new paper, it must always be cited in accordance with the rules of academic citation.

### **Always use citations!**

The source must be acknowledged in all cases where:

- **quoting verbatim** from a publication of any length (the text is put in quotation marks and the page number of the source is provided);
- a publication or part of a publication is **freely summarised** (paraphrasing);
- **presenting** an idea, theory or model;
- using statistical data or a graph **created by others**;
- using **your own previous work**.

Where possible, cite **primary sources** and ***sources that you have read***. Even if you have not read the whole publication, at least know the part cited. If a source is unavailable, it is acceptable to cite a **secondary source**. In this case, both the primary and the secondary sources should be cited in the text in the following format: (Volkan, 1967; as cited in Vollhardt, 2012, p. 11). However, in the reference section of the paper, only the secondary work is cited, i.e. Vollhardt's 2012 work (i.e. the one you have read).

## **IV. Correct spelling of the essay**

If there are more than 20 linguistic errors or spelling mistakes, the essay will be marked as unsatisfactory.

## **V. No essential parts of the essay are missing**

The essay is marked as unsatisfactory if any of the essential parts are missing. Essential parts other than the main text are: title page, abstract, table of contents, references.

## **VI. Deadline for submission of papers**

The deadline for submission of the essay is set by the supervisor. Deviations from this deadline are only allowed in justified cases.

Papers submitted after the deadline will not be accepted.

## **VII. References according to the Hungarian version of the APA standard**

It is expected that students know and use the correct forms of citation, in accordance with the standards of psychology, in all papers submitted.

References should always be made when drawing on the ideas, phrasing and results of others. Since academic work, at its core, is a collaborative activity in which authors build on each other's work, citations are an integral and frequent part of the process of expressing our own ideas.

There are two ways in which references to the literature used are presented in the thesis:

1. throughout the text (name and year);
2. at the end of the text, in the reference list (name, year, title, journal, volume, issue, place of publication, publisher, page number — in case of book chapters and exact citations)

#### Most important in-text citation rules:

- **Single author:** the reference is made by writing the surname of the author(s) and the year of publication; for example (*Petrovics, 1996*); or *Petrovics (1996) states that...*;
- **Two authors:** the names are linked with "and" and everything must be spelled out again for each new reference; for example: (*Petrovics and Kovács, 1999*);
- **Three or more authors:** only the surname of the first author + (et al.) is used each time, e.g. (*Wasserstein et al., 2003*)
- If there are **authors with the same surname**, they are distinguished by spelling out the first letter of the first name, e.g. (*Kiss A., 1979 and Kiss J., 1999*);
- If **several works by the same author** are referred to within the same parentheses, the years are arranged in **chronological** order, e.g. (*Fein, 1986, 1989, 1996*);
- When referring to **several authors** within one citation unit, the authors are listed **alphabetically** and separated by semicolons, e.g. (*Balogh, 1989, 1990; Petneházy, 1990; Zengő, 1980*);
- For **classical works**, the date of original publication is given whenever possible, e.g. (James, 1983/1890), or the year of translation, e.g. (Aristotle, trans. 1952);
- When referring to a work published **without a year**, the name is followed by "n.d." (no date);
- If a **specific passage is cited or quoted verbatim**, the exact page number, and in the case of a more extensive reference, the chapter number, too, should be mentioned, e.g. *Effective teams can be difficult to describe because "high performance along one domain does not translate to high performance along another" (Ervin et al., 2018, p. 470).*
- When **quoting a text verbatim that is longer than 40 words**, the quotation should be placed in the body of the text as a separate text (a single paragraph) and no quotation marks should be used:

"Researchers have studied how people talk to themselves:

Inner speech is a paradoxical phenomenon. It is an experience that is central to many people's everyday lives, and yet it presents considerable challenges to any effort to study it scientifically. Nevertheless, a wide range of methodologies and approaches have combined to shed light on the subjective experience of inner speech and its cognitive and neural underpinnings. (Alderson-Day & Fernyhough, 2015, p. 957)"<sup>1</sup>

- If the reader is directed to further literature, "see" or "cf." (confer, when you refer to an opposing result or opinion).

#### Common mistakes of referencing:

The citation is **part of the sentence**, so if you put the reference at the end of the sentence, the sentence ends with a period **after** the reference and not before it.

- In psychology, psychological content is naturally categorized and measured (Ehmann, 2002).
- In psychology, of course, psychological content is categorised and measured (Ehmann, 2002) → INCORRECT

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<sup>1</sup> <https://apastyle.apa.org/style-grammar-guidelines/citations/quotations>

Within a sentence, strive to place the reference **at the end of the sentence** and not in the middle, which would break the flow of thought. However, if several points of view are presented within a sentence, they can be referred to in the middle of the sentence — after the approaches have been presented:

Decisions about whom to trust are biased by stable facial traits such as attractiveness (Wilson & Eckel, 2006), similarity to kin (DeBruine, 2002), and perceived trustworthiness (van't Wout & Sanfey, 2008).<sup>2</sup>

**First names** need not be included in the reference. The initials of first names are also only included if there is a match in surnames.

When **quoting verbatim**, the quoted text must be enclosed in " " (quotation marks) and the place of the quotation in the original work (with page number) must be indicated in the reference at the end of the quotation, along with the author and year:

Effective teams can be difficult to describe because “high performance along one domain does not translate to high performance along another” (Ervin et al., 2018, p. 470).<sup>1</sup>

When an author(s) is/are quoted in the text, the year is put in brackets after the name of the author(s), so that there is no need to quote again at the end of the paragraph:

Using the SOI, Gangestad, Simpson, DiGeronimo & Biek (1992) demonstrated that female observers could accurately assess the sociosexual orientation of men solely from visual cues such as their appearance and body language. In Gangestad et al.'s study, female observers rated the sociosexuality of men after viewing silent video-taped footage of them talking to a camera as if to a potential date. While this video technique produced high ecological validity, it cannot distinguish whether the female observers were using cues related to the physical appearance or the body language of the video-taped males.<sup>3</sup>

#### **Reference rules to be followed in the reference list:**

Include only literature that is **referenced in the text**: the reference list is not a bibliography. References may include a wide variety of works and publications: for example, daily press, dissertations, encyclopaedias, unpublished material etc. The APA Manual provides a sample for all possible cases, including references to audio and video recordings.

Also, when referencing literature that is available electronically, it is essential that the author acknowledges and indicates the work that he or she is using. In this case, the website itself is considered the source and is cited as follows:

When the article has a Digital Object Identifier (DOI) number:

Drollinger, T., Comer, L. B., and Warrington, P. T. (2006). Development and validation of the active empathetic listening scale. *Psychology & Marketing*, 23(2), 161-180.  
<https://doi.org/10.1002/mar.20105>

When no DOI number is provided (must have retrieval date and URL):

Perreault, L. (2019). Obesity in adults: Role of physical activity and exercise. UpToDate. Downloaded on 12 January 2020. Retrieved from: <https://www.uptodate.com/contents/obesity-in-adults-role-of-physical-activity-and-exercise>

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<sup>2</sup> Stirrat, M., & Perrett, D. I. (2010). Valid facial cues to cooperation and trust: Male facial width and trustworthiness. *Psychological science*, 21(3), 349-354.

<sup>3</sup> Boothroyd, L. G., Jones, B. C., Burt, D. M., DeBruine, L. M., & Perrett, D. I. (2008). Facial correlates of sociosexuality. *Evolution and Human Behavior*, 29(3), 211-218.

If the publication year is not clear, the date of the **last update** or the date of publication of the material on the Internet should be indicated. For Internet sources, the exact retrieval date should always be provided.

In the absence of the original article, it is possible to refer to **only the abstract** available from the online source. The APA does not provide a template for this, but it is recommended that the term [Abstract] be included at the end of the reference:

Meyer, A. S., & Bock, K. (1992). The tip-of-the-tongue phenomenon: Blocking or partial activation?. *Memory & Cognition*, 20(6), 715—726. [Abstract]

There are two ways of citing **doctoral dissertations and theses**, depending on whether or not the work has been published. A dissertation or thesis is considered to be published if it is available in online databases (e.g. ProQuest, Open Access Theses and Dissertations) or in university repositories. The link must be provided in all cases!

Officially published:

Zambrano-Vazquez, L. (2016). *The interaction of state and trait worry on response monitoring in those with worry and obsessive-compulsive symptoms* [Doctoral dissertation, University of Arizona]. UA Campus Repository. <https://repository.arizona.edu/handle/10150/620615>

Unpublished:

Harris, L. (2014). *Instructional leadership perceptions and practices of elementary school leaders* [Unpublished doctoral dissertation]. University of Virginia.

Although Wikipedia is one of the most dynamically developing information sources in recent years, its reliability is not always guaranteed, and it does not replace the content of scientific books and articles. **We therefore ask all students to refrain from using it as a reference!**

- **One author book:**  
Komisar, L. (1991). *The new feminism*. Franklin Watts.
- **Edited book:**  
Roll, W. P. (1976). ESP and memory. In J. M. O. Wheatley, and H. L. Edge, (Eds.), *Philosophical dimensions of parapsychology* (pp. 154-184). American Psychiatric Press.
- **Journal article** (single author—journal AND issue number in *italics*, and DOI link):  
Maki, R. H. (1982). Categorization effects which occur in comparative judgment tasks. *Memory & Cognition*, 10(3), 252-264. <https://doi.org/10.3758/BF03197637>
- **Journal article (two authors):**  
Atkinson, R. C., and Shiffrin, R. M. (1971). The control of short-term memory. *Scientific American*, 225(2), 82-90. <https://doi.org/10.1038/scientificamerican0871-82>
- **Journal article (3 -20 authors):**  
Coltheart, M., Curtis, B., Atkins, P., & Haller, M. (1993). Models of reading aloud: dual-route and parallel-distributed-processing approaches. *Psychological Review*, 100(4), 589-608. <https://doi.org/10.1037/0033-295X.100.4.589>
- **Journal article (over 21 authors - 19 names, [...], last author):**  
Ioannidis, N. M., Rothstein, J. H., Pejaver, V., Middha, S., McDonnell, S., Baheti, S. Musolf, A., Li, Q., Holzinger, E., Karyadi, D., Cannon-Albright, L., Teerlink, C. C., Stanford, J. L., Isaacs, W. B., Xu, J., Cooney, K., Lange, E., Schleutker, J., Carpten, J. D., ... Weiver, S. (2016). Revel: An ensemble method for predicting the pathogenicity of rare missense variants. *American Journal of Human Genetics*, 99(4), 877-85. <https://doi.org/10.1016/j.ajhg.2016.08.016>

Examples of formatting graphs and tables:





Appendix 1

**TITLE OF WORK:**

**NAME:**

1. Brief **description of the chosen research topic** according to the following criteria:
  - a. Research problem and the main objectives of the research (Brief description of the literature and context supporting the research problem. Where did the idea for the study come from? On what literature does the student base his/her hypothesis?)
2. The research **hypothesis**
3. Description of the **participants and intended sample size**
4. Method of **data collection**
  - a. Measurement tools used (e.g., description of the questionnaires used in the study; description of the codes and procedures used in the content analysis; description of the measurement tools/experimental manipulations used in the experiment, etc.)
5. Description of the **independent and dependent variables** in the study
  - a. Independent variables:
  - b. Dependent variables:
6. Method of **statistical analysis** (name the specific statistical method/test and justification of the choice)
7. **References**

**DECLARATION on the originality of the thesis**

I, the undersigned ..... (name)  
..... (NEPTUN code), a student of the Faculty of Humanities of the University of Pécs, hereby declare and attest with my signature that .....  
.....  
..... (title) is my own independent work; the use of printed and electronic literature referred to in it has been made in accordance with international copyright rules.

I acknowledge that in the case of a thesis it is considered plagiarism, when

- quoting verbatim without quotation marks and without the use of citations;
- quoting content without citing a reference;
- quoting someone else's published ideas as your own.

I declare that I am familiar with the concept of plagiarism and acknowledge that if the thesis submitted infringes copyright, the thesis will be graded as unsatisfactory (1) and that the supervisor will initiate disciplinary proceedings against me with the Dean of the Faculty of Studies and Examinations, in accordance with § 59 (14) of the Academic and Examination Regulations.

Pécs, 20\_\_\_\_\_ year \_\_\_\_\_ month \_\_\_\_\_ day

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student's signature

**2021/2022**  
**UP Faculty of Humanities Psychology**  
**Bachelor empirical thesis evaluating paper**

Author(s) of thesis (name, major):

Title of thesis:

Name of supervisor/reviewer:

(Please underline the proper expression and write the names in upper case.)

**CRITERIA OF ACCEPTABILITY**

(Please underline the proper expression. In case the thesis doesn't meet the criteria below, it must not be accepted, and its evaluation is not necessary.)

I. The length of the paper is sufficient/insufficient.

(Please underline the proper expression. The required length of the paper's body text is min. 30 000 characters including blanks. In case the length of the paper is insufficient, the thesis must be assigned an unsatisfactory grade.)

II. The author does not plagiarize/does plagiarize.

(Please underline the proper expression. In case of plagiarism the thesis should be assigned an unsatisfactory grade.)

III. The thesis includes all the essential sections/does not include all the essential sections.

(Please underline the proper expression. The thesis must be assigned a deficient grade, in case any of the essential sections is missing. Essential sections besides the body text: title page, table of contents, abstract, citations, reference list).

IV. Spelling

20 spelling errors at most	sufficient
More than 20 spelling errors	insufficient

OR

IV. Spelling is

sufficient/insufficient

(Criteria of sufficiency are set out by the departments.)

If the thesis is assigned an insufficient label in point IV., the entire thesis must be assigned a deficient grade.

(Signature of supervisor/reviewer)

Date: Pécs, 20

<b>FORMAL ASPECTS</b>		<b>POINTS</b>
<b>IV. STRUCTURE</b> (The proportion of chapters and units, the logical proportioning of main- and subchapters)		
The proportion of chapters and units is ideal, the proportioning of main- and subchapters is clear and impeccably logical.		<b>6</b>
The proportion of chapters and units is acceptable, however somewhat questionable. The proportioning of main- and subchapters is not always clear and somewhat logically questionable.		<b>4</b>
The proportion of chapters and units is usually questionable. The proportioning of main- and subchapters is typically unclear and logically questionable.		<b>2</b>
The chapters and units are entirely disproportional. The proportioning of main- and subchapters is entirely unclear and inconsequent.		<b>0</b>
<b>V. CITATION, BIBLIOGRAPHY, APPENDIX</b> (The correctness of cited work; consistency with the APA standards; formal consistency in the citation and bibliography; correspondence of the appendix and the main topic of the thesis; manageability of appendix.)		
The content of cited work is impeccably correct. The citations and bibliography are consistent (following the APA standards) and formally correct. The appendix is easily manageable and corresponds with the main topic of the thesis.		<b>6</b>
The content of cited work is somewhat incorrect. The citations and bibliography are somewhat inconsistent (following the APA standards) and formally incorrect. The appendix is somewhat hard to manage and does not correspond with the main topic of the thesis.		<b>4</b>
The content of cited work is often incorrect. The citations and bibliography are often inconsistent (following the APA standards) and formally questionable in several aspects. The appendix is hard to manage and does not correspond with the main topic of the thesis.		<b>2</b>
The content of cited work is typically incorrect. The citations and bibliography are entirely inconsistent and formally inadequate. The appendix is unmanageable and not corresponding with the main topic of the thesis.		<b>0</b>
<b>VI. STYLE, TERMINOLOGY</b> (Appropriateness and fluency of language; adequate terminology regarding the conventions of the field of study)		
The language is impeccably appropriate and fluent, the style is adequate, professional and meets the criteria of the conventions of the field of study.		<b>6</b>
The language is somewhat inappropriate, sometimes not fluent. Style is somewhat colloquial, and terminology generally meets the criteria of the conventions of the field of study.		<b>4</b>
The language is typically inappropriate, generally not fluent. Style is mostly colloquial, and terminology mostly does not meet the criteria of the conventions of the field of study.		<b>2</b>
The language is entirely inappropriate and not fluent. Style is colloquial, and terminology does not meet the criteria of the conventions of the field of study.		<b>0</b>
<b>ASPECTS OF CONTENT</b>		
<b>VII. HYPOTHESIS</b> (Elaboration and composition of hypothesis; its consistency with the main theoretical chapter)		
The hypothesis is fully elaborate, unequivocally following from the theoretical scope, and clearly defined.		<b>6</b>
The hypothesis is not entirely elaborate, not clearly following from the theoretical scope, and unclearly defined.		<b>4</b>
The hypothesis is not elaborate, only partly following from the theoretical scope, and unclearly defined.		<b>2</b>

The hypothesis is not elaborate, not following from the theoretical scope, inaccurate and unclearly defined.	0
<b>VIII. PRESENTATION OF THEORETICAL BACKGROUND</b> (knowledge of theoretical background, choice of literature, summary of literature, highlighting the main aspects)	
Knowledge of theories is thorough, the selection of literature is adequate, the theories are linked in a logical way. The phenomena and terms relevant from the research's point of view are adequately stressed.	6
Knowledge of theories is somewhat questionable, the selection of literature is partly adequate, the theories are sometimes linked in a questionably logical way. The phenomena and terms relevant from the research's point of view are not consistently stressed.	4
Knowledge of theories is questionable, the selection of literature is inadequate, the theories are linked in a questionably logical way. The phenomena and terms relevant from the research's point of view are not satisfyingly stressed.	2
Knowledge of theories is entirely questionable, the selection of literature is hardly at all adequate, the theories are not linked to each other. The phenomena and terms relevant from the research's point of view are strongly missing.	0
<b>IX. METHOD</b> (Sampling and its characterization, operationalization of the research variables, the choice and description of measurement tools, the presentation of the method.)	
The sample and its characterization are adequate, the choice of used methods is sufficient, the method/experimental setting is beyond exception and its presentation is accurate and easy to follow.	6
The sample and its characterization are not consistently adequate, the choice of used methods is questionable, the method/experimental setting is somewhat exceptionable, and its presentation is insufficient but easy to follow.	4
The sample and its characterization are overall inadequate, the choice of used methods is questionable, the method/experimental setting is exceptionable, and its presentation is insufficient and hard to follow.	2
The sample and its characterization are inadequate, the choice of used methods is inadequate, the method/experimental setting is entirely exceptionable and its presentation is insufficient and very hard to follow.	0
<b>X. STATISTICS</b> (The appliance and presentation of appropriate statistics for the hypothesis.	
The applied statistical analysis is adequate, its knowledge is accurate. The presentation of the results follows the scientific criteria and the appropriate indicators are not missing.	6
The applied statistical analysis is not consistently adequate, its knowledge is somewhat inaccurate. The presentation of the results does not always follow the scientific criteria and the appropriate indicators are sometimes missing.	4
The applied statistical analysis is overall inadequate, its knowledge is in many cases inaccurate. The presentation of the results does not follow the scientific criteria and the appropriate indicators are usually missing.	2
The applied statistical analysis is entirely inadequate. The statistical analysis is inappropriate, and the presentation of the results does not follow the scientific criteria. The appropriate indicators are missing.	0
<b>XI. RESULTS</b> (Interpretation of the statistical results)	
Interpretation of the statistical analysis is adequate and fully follows the numerical results.	6
Interpretation of the statistical analysis is only partly adequate and in cases does not follow the numerical results.	4
Interpretation of the statistical analysis is mostly inadequate and, in many cases, does not follow the numerical results.	2
Interpretation of the statistical analysis is entirely inadequate and does not follow the numerical results.	0

<b>XII. DISCUSSION, CONCLUSION</b> (Interpretations, correspondences, referring to the theoretical introduction, alternative explanations - if necessary)	
The interpretations are adequate, there are references to the theoretical introduction, the author sees the adequate correspondences of the results and finds alternative interpretations if necessary.	<b>6</b>
The interpretations are mostly adequate, there are some references to the theoretical introduction, the author sometimes sees inadequate correspondences of the results.	<b>4</b>
The interpretations are partly adequate, there are few references to the theoretical introduction, the author often sees inadequate correspondences of the results.	<b>2</b>
The interpretations are inadequate, there are barely references to the theoretical introduction, the author does not see the correspondences of the results.	<b>0</b>
<b>XIII. GENERAL IMPRESSION</b> (General aspect of the thesis, coherence, informative merit. General impression of the author's knowledge.)	
The whole thesis has an excellent general aspect, it is entirely coherent, informative and an enjoyable reading. The author convincingly demonstrates his/her knowledge and own opinions, interpretations.	<b>6</b>
The whole thesis has an adequate general aspect, it is mainly coherent, and a mainly informative reading. The author sometimes unconvincingly demonstrates his/her knowledge and own opinions, interpretations.	<b>4</b>
The whole thesis has a problematic general aspect, it is often incoherent, and only partly an informative reading. In many cases, the author unconvincingly demonstrates his/her knowledge and own opinions, interpretations.	<b>2</b>
The whole thesis has a strongly problematic general aspect, it is almost entirely incoherent, and almost entirely an uninformative reading. The author unconvincingly demonstrates his/her knowledge and own opinions, interpretations.	<b>0</b>
<b>TOTAL</b>	<b>60/</b>

Grade:

(0–30 points: 1; 31–37 points: 2; 38–45 points: 3; 46–53 points: 4; 54–60 points: 5.)

Written argument based on the formal aspects:

(Without a written argument, neither the criteria of acceptability, nor the points of the formal aspects are valid.)

(Signature of supervisor/reviewer)

Date: Pécs, 20