

# Graduate Programs Handbook

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ORTA DOĞU TEKNİK ÜNİVERSİTESİ  
MIDDLE EAST TECHNICAL UNIVERSITY

EĞİTİM FAKÜLTESİ  
FACULTY OF EDUCATION  
EĞİTİM BİLİMLERİ BÖLÜMÜ  
DEPARTMENT OF EDUCATIONAL SCIENCES

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## 1. FOREWORD

This handbook intends to provide you with a brief explanation of some of the issues and regulations you need to be aware of as a graduate student. Please read this handbook carefully and keep it with you throughout your study in the department.

Remember, you are primarily responsible for maneuvering your program of study, selecting and carrying out a research study for your thesis, and making sure that you are complying with all the rules and regulations explained in this handbook. The faculty in the department is here to help you throughout this process.

Department of Educational Sciences wishes you success in the program.

## 2. VISION AND MISSION

The Department of Educational Sciences seeks to prepare candidates as highly qualified education professionals capable of functioning in the current and dynamic field of education. The programs of study and the instructional philosophy reflect the need to develop the full range of students' competencies, interests, and needs within a flexible, humanistic, democratic and participatory academic environment.

In the area of research, the Department seeks to address both theoretical and applied issues in the educational system through significant, and rigorous scientific investigation. These studies, and the scientific and academic reports that result, constitute a continually emerging contribution to the body of scientific literature at both national and international levels and to the field of applied practice as well.

In addition to the traditional responsibilities of teaching and research, the Department is committed to providing service to society in general and to educational stakeholders in particular through its regional, national and international engagement with educational institutions and foundations. Within this framework, the department aims to prepare individuals for future leadership and professional roles within the various units of the National Ministry of Education and thereby, to make significant contributions to the future of education in Turkey.

The Department of Educational Sciences is committed to the continued development and improvement of our country by preparing highly qualified professionals capable of assuming leadership roles in the field of education. The Department seeks to achieve this mission through the effective use of its technological infrastructure, English-medium instruction, and a highly experienced and qualified faculty. This mission is further supported by a participatory learning environment, democratic relationship between students and instructors, and a well-documented and respected research record.

The Department of Educational Sciences offers degrees in four areas of study:

- Curriculum and Instruction (Master's Program & Ph.D. Program)
- Educational Administration and Planning (Master's Program)
- Guidance and Psychological Counseling (Master's Program & Ph.D. Program)
- Human Resources Development in Education (Non-Thesis Master's Program)

In these programs offered by the Department of Educational Sciences, highly qualified students and a committed faculty combined with international engagement pursue excellence in education.

### 3. ACADEMIC RULES AND REGULATIONS GOVERNING GRADUATE STUDIES

The most recent Graduate Education Regulations can be found [here](#). Read it carefully since it provides you with important rules that you need to be aware of and comply with. Remember you are primarily responsible for following the regulations and maneuvering your program activities accordingly.

### 4. COURSE REQUIREMENTS

The courses offered by the department are in line with the goals and objectives of the pertaining programs and degree (Master's or Ph.D.). Alongside, several elective courses are offered by the department to support the graduate students' professional development. Since students who are accepted to the graduate program have already chosen their areas of study, they are supposed to primarily take the courses required in that area.

#### 4.1. Advisory System

Each student needs to have an academic advisor who assists the student throughout the coursework and the completion of her/his thesis. The thesis advisor must be appointed by the student by the end of the second semester in the student's program of study. Students are advised to determine their advisors as early as possible in the program. If the student does not determine an advisor by the end of the second semester in her/his program of study, the department assigns an advisor to the student. Those students who are not assigned an advisor will not be allowed to register in the third semester in the program. Along with the major advisor, a co-advisor can also be appointed if the student and the thesis advisor consider it necessary.

After an advisor is appointed to the student, s/he must register for thesis courses (EDS 599 Master's Thesis for Master's Programs; EDS 699 Doctoral Dissertation for Ph.D. Programs) alongside the other courses they are taking. Additionally, her/his advisor's Special Topics course should also be added to the coursework throughout the study. Make sure you get a clear guidance from your advisor for registering properly in these courses.

#### 4.2. Course Registrations and Add-Drop

At the beginning of each semester the list of courses offered by the department are announced in the department and can be reached [here](#). Students should check this list and determine possible courses they may take in the pertaining semester. The final decision about the courses always needs to be done after consulting with the student's advisor.

During registration, students need to pay attention to the following procedures:

The students should discuss the courses they will take with their advisors. For all new students, advisors are assigned prior to registration according to their area of study. These advisors serve as temporary advisors for students until students themselves select a thesis advisor (or appointed by the department). The final decision on the advisor selection should be done within the first two semesters of their program.

As soon as students register for courses they should inform their advisor, so that their registration can be approved. It is crucial for the students to make sure their registration is approved by their advisors; otherwise their registration will not be valid.

In the add-drop period (see the [Academic Calendar](#)), students may add new courses and drop the courses they previously registered with the permission of their advisors. Again students need to make sure that their advisors approve added/dropped courses, otherwise the course registration will be invalid.

### 4.3. Master's Degree Course Requirements

4.3.1. Compulsory and elective courses. Master's Degree in Educational Sciences requires students to successfully complete a minimum of eight courses (two of which are research and statistics, three area courses, two electives and one non-credit thesis preparation course). In some cases, students may be required by their advisors to take additional courses. All students in the Master's Program are required to successfully complete:

- EDS 502 Research Methods in Education
- EDS 504 Educational Statistics I
- EDS 505 Prothesis Seminar

Additionally, students need to successfully complete a set of required program area courses:

#### *Curriculum and Instruction.*

- EDS 540 Fundamentals of Curriculum Development
- EDS 544 Theories of Instruction
- EDS 547 Curriculum Evaluation

#### *Educational Administration and Planning.*

- EDS 517 Educational Organizations and Design
- EDS 520 Strategic Planning in Higher Education

#### *Guidance and Psychological Counseling.*

- EDS 582 Principles and Techniques of Counseling
- EDS 583 Group Counseling
- EDS 584 Field Practice I
- EDS 585 Field Practice II

The remaining courses in the student's program of study are taken as elective courses and need to be determined by the student and the advisor.

4.3.2. Prothesis seminar. EDS 505 Prothesis Seminar is taken in the last semester of student's coursework alongside other courses. This course aims to give the student an opportunity to develop a research proposal for the Master's thesis. The students' advisors support the student in developing the proposal and help improve their research skills. All the students who are taking this course get together toward the end of the semester in a seminar to share the progress they make in developing their Master's theses and receive scholarly feedback about the strengths and weaknesses of their studies. In the seminar, each student makes a presentation about her/his thesis topic and the progress s/he made toward the Master's thesis.

To be guided through writing a thesis proposal, consult to Appendix A: Guidelines for Writing a Thesis Proposal. The department announces the schedule of student presentations in advance and the students are notified by their advisors of the day of presentation). All the students who are taking the course and their advisors must be present in these seminars. The seminars are open to all other students in the graduate program and to the department faculty.

4.3.3. Writing a Master's thesis. The student whose thesis proposal has been accepted starts research on her/his thesis topic under the supervision of the thesis supervisor. When her/his thesis work has been approved as completed by the thesis supervisor, s/he must put her/his findings on paper in accordance with the principles indicated in the department's thesis guidelines.

There are two essential guidelines to be consulted while formatting a thesis. The first manual "Guidelines for Writing a Thesis (I): The Content" provides information on how to organize the elements of content, i.e. introduction, literature review, method, results, and discussion. The second manual "Guidelines for Writing a Thesis (II): The Format" includes instructions essentially in

terms of the layout, organization and format (headings, subheadings, tables, figures, etc.) of the thesis. You will find the two guidelines in Appendices B and C, respectively.

It is crucially important for students to strictly comply with these guidelines and to make sure the theses they prepare meet these requirements established by the department and the Graduate School of Social Sciences.

4.3.4. Defending a Master's thesis. The regulations regarding the defense are as follows:

- The student who has completed her/his thesis applies to the chair of the department and sends the list of recommended examining committee members to the Graduate School of Social Sciences. The thesis examining committee is appointed by recommendation of the department chair and with the decision of the Graduate School of Social Sciences.
- The committee is composed of three or five members of faculty, one being the thesis supervisor of the student. In addition to the thesis supervisor, at least one committee member should be from a department under the same graduate school, i.e. Graduate School of Social Sciences. At least one of the committee members should be a member of academic staff from another university, or a specialist holding at least a Master's degree in the related field.
- The examining committee members assemble within one month as of the date they receive the thesis so as to have the student defend the thesis. The thesis defense, which must be conducted in English and shall comprise the presentation of the thesis work and a consecutive question and answer session, is open to an audience.
- The latest date on which students may defend their thesis for each semester is indicated in the academic calendar.
- The student found successful in her/his thesis defense must submit maximum three bound and signed copies (by the examining committee) of the thesis within one month as of the date of the defense to the Graduate School of Social Sciences. Before binding the thesis, make sure that it is found appropriate as per format also by the Department and the Graduate School of Social Sciences.
- A student whose official thesis report has been submitted to the Registrar's Office (upon being signed by the director of the Graduate School of Social Sciences) is entitled to a Master's degree.

#### 4.4. Ph.D. Degree Course Requirements

4.4.1. Compulsory and elective courses. Ph.D. Degree in Educational Sciences requires students to successfully complete a minimum of eight courses (two research and statistics courses, four area courses, and two electives). In some cases students may be required to take additional courses by their advisors. All doctoral students should have successfully completed EDS 502 Research Methods in Education and EDS 504 Educational Statistics I (or their equivalent) in advance. If this is not the case, they must take these two courses in addition to the regular required number of courses in the doctoral program. All students in the doctoral program are required to take:

- EDS 508 Educational Statistics II
- EDS 695 Research Seminar in Educational Sciences

Additionally, students need to successfully complete a set of required program area courses:

##### *Curriculum and Instruction.*

- EDS 640 Instruction: Theory and Research
- EDS 641 Curriculum: Theory and Research
- EDS 651 Practicum in Designing Curriculum and Instruction
- EDS 654 Practicum in Curriculum Evaluation

*Educational Administration and Planning.*

- EDS 610 Educational Leadership and Change

*Guidance and Psychological Counseling.*

- EDS 681 Advanced Individual Counseling
- EDS 682 Advanced Group Counseling
- EDS 683 Contemporary Approaches to Counseling
- EDS 685 Advanced Seminar in Guidance and Counseling

The remaining courses in the student's program of study are taken as elective courses and need to be determined by the student and the advisor.

4.4.2. Qualifying exam. As specified in the Academic Rules and Regulations Governing Graduate Studies, doctoral students take the qualifying exam after they complete all the required coursework. Students may take the Qualifying Exam (composed of a written and an oral exam) in Fall or Spring semesters. The department announces the dates in advance.

4.4.3. Thesis proposal defense. For a student who is successful in the qualifying exam, a doctoral thesis advisory committee (TAC) is assigned by the student's advisor and appointed by the department in a month after the exam to approve the student's doctoral thesis proposal and to monitor the course of the thesis work in ensuing semesters. The first TAC meeting needs to be held within six months after the date of their assignment. The TAC is composed of three members, one being the thesis supervisor of the student and at least one being from another GS within the University or from outside the University.

The student submits a written report to the TAC members at least fifteen days prior to their defense date where the student orally defends her/his thesis proposal which comprises the purpose of the thesis work, the research method and the future work plan in English. While preparing for the proposal defense, students are recommended to refer to the proposal guideline presented in Appendix A. For further information, consult the [Graduate Education Regulations](#).

4.4.4. Writing a Ph.D. dissertation. The student whose thesis proposal has been accepted starts research on her/his thesis topic under the supervision of the thesis supervisor. When her/his thesis work has been approved as completed by the thesis supervisor, s/he must put her/his findings on paper in accordance with the principles indicated in the department's thesis guidelines.

There are two essential guidelines in writing a thesis. The first manual "Guidelines for Writing a Thesis (I): The Content" provides information on how to organize the elements of content, i.e. introduction, literature review, method, results, and discussion. The second manual "Guidelines for Writing a Thesis (II): The Format" includes instructions essentially in terms of the layout, organization and format (headings, subheadings, tables, figures, etc.) of the thesis. You will find the two abovementioned guidelines in Appendices B and C, respectively.

It is crucially important for students to strictly comply with these guidelines and to make sure the theses they prepare meet these requirements established by the department and the Graduate School of Social Sciences.

4.4.5. Defending a Ph.D. dissertation. The regulations regarding the defense are as follows:

- The student who has completed her/his thesis applies to the chair of the department and sends the list of recommended examining committee members to the Graduate School of Social Sciences. The thesis examining committee is appointed by recommendation of the department chair and with the decision of the Graduate School of Social Sciences.
- The committee is composed of five members of faculty including those in the TAC. At least two members must be from a different institution of higher education and one from the same department as the thesis supervisor.



- The examining committee members assemble within one month as of the date they receive the thesis so as to have the student defend the thesis. The thesis defense, which must be conducted in English and shall comprise the presentation of the thesis work and a consecutive question and answer session, is open to an audience.
- The latest date on which students may defend their thesis for each semester is indicated in the academic calendar.
- The student found successful in her/his thesis defense must submit maximum three bound and signed copies (by the examining committee) of the thesis within one month as of the date of the defense to the Graduate School of Social Sciences. Before binding the thesis, make sure that it is found appropriate as per format by the Department and the Graduate School of Social Sciences.
- A student whose official thesis report has been submitted to the Registrar's Office (upon being signed by the director of the Graduate School of Social Sciences) is entitled to a Doctoral degree.

## 5. LIST OF FACULTY AT THE DEPARTMENT OF EDUCATIONAL SCIENCES

## Curriculum and Instruction Program

Faculty	Room	Phone	E-mail
Prof. Dr. Meral Aksu	EF-A 313	+90 312 210 40 31	aksume@metu.edu.tr
Prof. Dr. Cennet Engin-Demir	EF-A 308	+90 312 210 40 38	cennet@metu.edu.tr
Prof. Dr. Ahmet Ok	EF-A 317	+90 312 210 40 43	as@metu.edu.tr
Prof. Dr. Ali Yıldırım	EF-A 310	+90 312 210 40 27	aliy@metu.edu.tr
Assoc. Prof. Dr. Hanife Akar	EF-A 316	+90 312 210 40 97	hanif@metu.edu.tr
Assist. Prof. Dr. Evrim Baran-Jovanovic	EF-A 418	+90 312 210 40 17	ebaran@metu.edu.tr
Assist. Prof. Dr. Yeşim Çapa-Aydın	EF-A 416	+90 312 210 40 80	capa@metu.edu.tr

## Educational Administration and Planning Program

Faculty	Room	Phone	E-mail
Assoc. Prof. Dr. Yaşar Kondakçı	EF-A 412	+90 312 210 40 77	kyasar@metu.edu.tr
Assist. Prof. Dr. Serap Emil	EF-A 304	+90 312 210 40 84	semil@metu.edu.tr
Assist. Prof. Dr. Gökçe Gökalp	EF-A 321	+90 312 210 40 33	ggokalp@metu.edu.tr
Assist. Prof. Dr. Duygun Göktürk	EF-A 319	+90 312 210 40 37	dgokturk@metu.edu.tr
Dr. Meral Boşgelmez	EF-A 314	+90 312 210 40 44	bosgel@metu.edu.tr

## Psychological Counseling and Guidance Program

Faculty	Room	Phone	E-mail
Prof. Dr. Ayhan Demir	EF-A 315	+90 312 210 40 39	aydemir@metu.edu.tr
Prof. Dr. Özgür Erdur-Baker	EF-A 312	+90 312 210 40 36	erdur@metu.edu.tr
Prof. Dr. Esin Tezer [Retired]	EF-A 306	+90 312 210 40 41	esin@metu.edu.tr
Prof. Dr. Oya Yerin-Güneri	EF-A 311	+90 312 210 40 32	guneri@metu.edu.tr
Assoc. Prof. Dr. Zeynep Hatipoğlu-Sümer	EF-A 323	+90 312 210 40 28	zeynep@metu.edu.tr

## 6. MAKING BEST USE OF RESOURCES AT THE UNIVERSITY AND THE DEPARTMENT

The METU library has a reputable collection of books, journals, research reports, CD-ROM collection, and reference books, Dissertation Abstracts International, connection to various data bases as EBSCOHOST, ERIC, ScienceDirect, etc. where students can reach a number of resources to nurture their studies. Each year new books are purchased and the library records are updated through a computerized network system. Make sure to explore what the library offers to you in your area of study and how to use the library productively. In addition to the METU library, ULAKBİM, HEC (YÖK), and Bilkent Library can be other great sources for your research. Other universities in the city (e.g. Ankara University, Hacettepe University, Gazi University, etc.) also possess a good collection of books and journals in the field of education.

In addition to these libraries, the department also has a collection of books and journals which can be reached at the meeting room at EF-A 300.

The Student Computer Lab in the second floor of the faculty (EF-A 28) is available to you to use all sorts of software programs (for conducting and documenting your research, preparing presentations, conducting statistical analysis, etc.).

Although your advisor has the major responsibility to assist you in your coursework and the in the completion of your thesis, other members of the department can also be of great help to you. Therefore, do not hesitate to ask for their guidance with regard to the courses you are enrolled in and to the research you are carrying out.

## APPENDICES

### Appendix A: Guidelines for Writing Thesis Proposal

A thesis proposal communicates the intentions of the researcher. In this respect, it conveys the purpose of the intended study grounded in related literature, its significance and contribution to the body of the already existing literature, and describes, in a step-by-step fashion, how you will conduct and carry out research within a given time.

More specifically, the thesis proposal is an exercise in informed persuasion. It must at the very least (1) persuade the reader that the study is worth doing (Introduction), (2) persuade the reader that you know the area under inquiry (Literature Review), and (3) persuade the reader that you have a feasible plan for answering the question raised by the study (Method). Each part of the proposal must logically flow into the next part. There must be continuity in the style and the line of argument from beginning to end.

The proposal is generally expected to be 20-30 pages in length, typed in 10-points or larger using standard font (e.g., Arial, Bookman, Palatino, Tahoma, Times New Roman, and Verdana). The font type and font size must be consistent throughout the thesis. Using APA style throughout the text is compulsory; therefore, you are expected to comply with rules projected by the most current version of Publication Manual of the American Psychological Association.

Plagiarism is using, presenting or submission of someone else's ideas or phrasing without clearly acknowledging the source of that information (that is without any citation or credits) and representing those ideas or phrasing as our own, either on purpose or through carelessness. A detailed account of plagiarism can be found [here](#) (in English) and [here](#) (in Turkish). You are strongly advised to check the forms of plagiarism in order not to commit any form of it.

**So never forget that your thesis must be a product of authentic work of your own and yours only.**

In terms of content, your proposal should be framed around the following three sections (Introduction, Literature Review, and Method) and two additional parts (References and Appendices), and they should at minimum include the explanations detailed below:

#### 1. Introduction

The point of the introduction is to persuade the reader that the study is based on a problem worth investigating.

- Introduce the proposal (Example first sentence: "This is a proposal to study..."). The purpose should be a concise statement providing a framework to which details are added later.
- Follow with a succinct statement of the research problem that first describes the rationale and background of the problem citing related literature and research studies and then flows logically into the problem statement. A problem is usually derived from areas of concerns to educators, conditions that need to be improved in educational settings, difficulties needed to be eliminated, and questions to be answered. In other words, a research problem is anything that a researcher finds unsatisfactory or unsettling, a difficulty of some sort, a state of affairs that needs to be changed, anything that is not working as well as it might or anything that is likely to contribute to the improvement and/or development of the field.
- Go directly to a clear statement of the research question(s) that is strictly in line with the stated problem. Research question(s) need to be feasible, clear, worth studying, and ethical.
- Tell the reader why this is a problem worthy of study (Significance of the Study). Will it and in what ways it will influence the theory and practice?
- Provide definitions for terms that need clarification and inform the study.

## 2. Review of the Literature

The point of the literature review is to persuade the reader that you have an expert's knowledge of the area under investigation or at least that you are familiar with the major trends in previous research and opinions on the topic, and understand their relevance to your study. The review is a partial summary of previous work related to the focus of the study (compared to the full literature review in the final thesis/dissertation).

- The literature review should be an informed argument that leads the reader to a deeper understanding of the problem. This is the steering rule for conducting a literature review.
- Be selective in determining what goes into the literature review. Cover major theories, positions, and studies that ground, inform, and lead up to your way of constructing the problem. Leave all else out. The review reflects your judgment of what is important rather than everything you have read.
- A review is not a simple citation or serial listing of studies, findings and conclusions. Be analytical and try to identify themes, conclusions and implications. Offer your review of each material in the literature with a synthesis using fresh words of your own. Weigh and evaluate the material without going into excessive detail.
- Keep quotes at minimum. Views and findings should rather be re-stated, paraphrased and summarized than quoted. Quote material only if it is so novel, apt or unexpected that they deserve to be reported verbatim. Even when so, they should be kept short in length.
- The review should be a well-integrated document in which the material is organized under headings and subheadings, which follow one another in a logical order. Provide a summary at the end of the review in which you attempt a scholarly synthesis and tell briefly how the literature review informs your study. This summary should not simply consist of sentences pulled from the rest of the review.

## 3. Method

The method is a means statement; that is, it specifies the means you will use to get an answer to your research question. The point of the method section is to persuade the reader that you are capable of doing the study. The method section must: (1) specify exactly what you intend to do, (2), be plausible and do-able, and, (3) be valid. It should include, at minimum, a description of:

- research design,
- research question(s) and hypotheses,
- operational definitions of variables,
- description of the context the research is to be conducted in,
- data source(s) introducing the sampling strategy and the sampled participants,
- data collection instruments ,
- data collection procedures,
- data analysis processes, and
- limitations of the study.

## References

This section includes the APA-styled list of the resources you consulted while writing your proposal appropriately cited in text. All books, articles, etc. should be cited in the body of the proposal and listed here so as not to commit any act of plagiarism.

## Appendices (if applicable)

Provide a sample of the data collection instruments (interview forms, scales, observation schedules, etc.) you plan to use in your study and referred to in the method section.

## Appendix B: Guidelines for Writing a Thesis (I): The Content

The writing part of the thesis is one of the final stages of your journey with the study you carried out. It communicates what you have, as the researcher, done since the beginning of your study. In this respect, it conveys the stages you have gone through in terms of the purpose of your study grounded in related literature, its significance and contribution to the body of the already existing literature, and describes, in a step-by-step fashion, how you carried out your research.

More specifically, the thesis is a written account of informed deductions, findings, and conclusions drawn from your research. More specifically, the thesis is an exercise in informed persuasion. It must at the very least (1) logically explain the reader that the study is worth doing (Introduction), (2) persuade them that you have an expert's knowledge of the area under investigation (Literature Review), (3) persuade the reader that you have a feasible plan for answering the question raised by the study and you know what tools to use to get an answer to your research question(s) (Method), (4) present the findings of the study systematically (Results), and, (5) evaluate and interpret the findings with respect to the original problem statement and hypotheses as well as the body of literature in the area of study (Discussion). Each part of the thesis must logically flow into the next part. There must be continuity in the style and the line of argument from beginning to end.

Plagiarism is using, presenting or submission of someone else's ideas or phrasing without clearly acknowledging the source of that information (that is without any citation or credits) and representing those ideas or phrasing as our own, either on purpose or through carelessness. A detailed account of plagiarism can be found [here](#) (in English) and [here](#) (in Turkish). You are strongly advised to check the forms of plagiarism in order not to commit any form of it.

**So never forget that it should be a product of authentic work of your own and yours only.**

While citing others' work, using APA style throughout the text is compulsory; therefore, you are expected to comply with rules projected by the most current version of Publication Manual of the American Psychological Association.

You are strongly advised to adhere to the "Guidelines for Writing a Thesis (I): The Format" (Appendix C) prepared by the department. You will be asked to comply with the indicated rules of format before binding and submitting your thesis and solely the student her/himself is responsible for making sure that s/he meets all the requirements in producing a thesis or a dissertation. For the processes you have to go through before submitting your thesis, check back section 4.3.3 for Master's thesis, and 4.4.4 for Ph.D. dissertation.

In terms of content, your thesis should be framed around the following five sections (Introduction, Literature Review, Method, Results, and Discussion) and two additional parts (References and Appendices), and they should at minimum include the explanations detailed below:

### 1. Introduction

The point of the introduction is to persuade the reader that the study is based on a problem worth investigating.

- Following a succinct statement of the research problem, the introduction describes the rationale and background of the problem citing related literature and research studies and then flows logically into the problem statement. A problem is usually derived from areas of concerns to educators, conditions that need to be improved in educational settings, difficulties needed to be eliminated, and questions to be answered. In other words, a research problem is anything that a researcher finds unsatisfactory or unsettling, a difficulty of some sort, a state of affairs that needs to be changed, anything that is not working as well as it might or anything that is likely to contribute to the improvement and/or development of the field.
- Go directly to a clear statement of the research question(s) that is strictly in line with the stated problem. Research question(s) need to be feasible, clear, worth studying, and ethical.

- Tell the reader why this is a problem worthy of study (Significance of the Study). Will it and in what ways it will influence the theory and practice?
- Provide definitions for terms that need clarification.

## 2. Review of the Literature

Your review of literature is expected to offer in a well-written, scholarly review that ensures the quality of thesis/dissertation and perhaps even satisfies the requirements of professional journals. The point of the literature review is to persuade the reader that you have an expert's knowledge of the area under investigation or at least that you are familiar with the major trends in previous research and opinions on the topic, and understand their relevance to your study.

The literature review should be an informed argument that leads the reader to a deeper understanding of the problem. It is not a recitation or a consecutive list of studies, findings, and conclusions in the literature. A good review is analytical and identifies a theme and reveals concerns, adequacy of previous inferences, unresolved issues, frequently used constructs, potentially promising but neglected constructs, methods used to measure these constructs, theories and research from which such constructs have been derived, related research findings from other studies, and, unexplored as well as recognized implications of findings for theory and practice.

Analysis is always followed by a synthesis: a pulling together in fresh words of the materials presented. Each major section of the review should conclude with a summary in which you attempt to draw a scholarly synthesis and tell how that review informs your study. This summary should not simply consist of sentences pulled from the rest of the review.

- Be selective in determining what goes into the literature review. Cover major theories, positions, and studies that ground, inform, and lead up to your way of constructing the problem. Leave all else out. The review reflects your judgment of what is important rather than everything you have read. Identify but do not dwell on findings and conclusions that are trivial or inadequate or on findings and conclusions that are common place or unjustified.
- Keep quotes at minimum. Views and findings should rather be re-stated, paraphrased and summarized than quoted. Quote material only if it is so novel, apt or unexpected that they deserve to be reported verbatim. Even when so, they should be kept short in length.
- Coverage and length are not synonymous, nor are quantity and quality. Excessively long pages do not necessarily guarantee a satisfactory literature review. Less is more provided that you fulfill all the requirements and adhere to the essentials.
- There are certain questions you need to ask yourself as you read journal articles, research reports, theses, dissertations, chapters in books, etc. to build your review upon. These questions help you read the material more critically and provide an informed evaluation of the related literature:
  - What is the author's basic premise or assumption? (e.g. Beyer (1990) argues that thinking skills can be taught directly...)
  - What evidence is there to justify this premise or assumption? Is it based on observation, theory, research findings or simply a hunch? How satisfactory is this evidence?
  - What is the basic question (if a research)? (e.g. How do teachers make plans for teaching?)
  - Is it an important question, one that is worthy answering? Is it likely to influence theory, practice or a widely held but invalidated assumption?
  - Do the data answer the questions and how well do they answer them? Are some questions left unanswered or ambiguous?

- What conclusions are drawn by the study? Do the researcher's findings justify her/his conclusions?
- Did the researcher really find what s/he said s/he found? Is the significance s/he attributes to his findings justified? (Writers who rely on author's summary of findings or on secondary sources such as Educational Abstracts or computer produced summaries are likely to perpetuate inadequately or incorrectly interpreted findings. Therefore you must consult original study when possible.)
- What implications do the findings have for theory and practice? Do they have the implications the investigator says they have? How representative was the sample? Are the psychological, social and other characteristics of the sample described in sufficient detail to justify a judgment concerning the generalizability of the findings?
- What are the shortcomings of the study? How might it have been improved? (Most studies have some shortcomings. Sometimes they are so serious so you should take them into account in evaluating the investigator's findings and conclusions. Bear in mind that your task is not merely to report findings and conclusions but also to evaluate them).

### 3. Method

The method chapter is a means statement; that is, it specifies the means you used to get an answer to your research question(s). The point of the method section is to persuade the reader that you were capable of doing the study. The method section must: (1) specify exactly what you intend to do, (2) be plausible and do-able, and, (3) be valid. It should include, at minimum, a description of:

- overall research design,
- research question(s) / hypotheses,
- description of concepts / operational definitions of variables,
- description of the context in which the study is to be conducted in,
- data source(s) introducing the sampling strategy and the sampled participants,
- data collection instruments including the pilot study, if applicable,
- data collection procedures,
- data analysis procedures, and
- limitations of the study.

### 4. Results

This chapter systematically presents the findings of the study. Sub-headings should often be used to organize the findings in a meaningful and sequential order (from descriptive to inferential).

### 5. Discussion (or Conclusions and Implications)

This final chapter includes the evaluation and the interpretation of the findings with respect to your original problem statement and hypotheses. Conclusions, Implications for Practice and Implications for Research should be presented based on the findings of the study. Avoid general recommendations and implications that do not have a ground in the study findings.

### References

This section includes the APA-styled list of the resources you consulted while writing your thesis appropriately cited in text. All books, articles, etc. should be cited in the body of the thesis and listed here so as not to commit any act of plagiarism.

### Appendices (if applicable)

Provide a sample of the data collection instruments (interview forms, scales, observation schedules, etc.) you plan to use in your study and referred to in the method section.

## Appendix C: Guidelines for Writing a Thesis (II): The Format

The following guideline is developed to provide you with an easy-to-follow and step-by-step prescription on how to format your thesis. The detailed thesis formatting rules introduced by the Graduate School of Social Sciences still bind you; therefore, you are strongly advised to check the procedures available at their [website](#).

Remember that you are expected to have completed all of the procedures described below within one month after you successfully pass the oral defense. So make sure to manage time accordingly.

### Mechanics of Style

1. All copies of the thesis must be printed double-sided on A4-sized (21 x 29.7 cm) paper.
2. Following margination rules apply for all pages of your thesis:
  - Left margin: 4 cm
  - Top margin: 3.5 cm
  - Right margin: 3.5 cm
  - Bottom margin: 3.5 cm
3. Page numbers must be centered and out of the bottom margin and at least two single spaces above or below the nearest line of text.
4. One of the standard fonts i.e. Times New Roman, Arial, Palatino, Verdana can be used.
5. The font size must be 10 points or larger (easy to read), and 1.5 line spacing must be used.
6. Line spacing and font size can be adjusted for the tables, long quotations, footnotes, etc., given that they are easy to read and consistent across the whole text.
7. All the font type, font size, and line spacing must be consistent throughout the thesis.
8. First line must be indented by 1.27 cm if no spacing is used between paragraphs. If space is used between the paragraphs, then indentation does not apply.
9. At least two lines of text must appear after all headings and subheadings, as well as at the top and bottom of each page.

### Organization of Sections

The sections of every thesis must be in the succeeding order:

Title Page  
Approval Page  
Signed Plagiarism Page  
Abstract  
Öz  
Dedication<sup>1</sup>  
Acknowledgments<sup>1</sup>  
Table of Contents  
List of Tables<sup>1</sup>  
List of Figures<sup>1</sup>  
Main Body  
References  
Appendices<sup>1</sup>  
Tez Fotokopisi İzin Formu  
Curriculum Vitae<sup>2</sup>  
Turkish Summary

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<sup>1</sup> optional

<sup>2</sup> required only for Doctoral dissertations



## Format of the Sections

Note. The **manual** prepared by the Graduate School of Social Sciences (GSS) includes a sample page for the sections described below.

1. Every page of the thesis must be assigned a page number.
2. Title page and the Approval page should not have page numbers printed on the pages but must count as i and ii, respectively.
3. Printed page numbering begins with "iii" on the Plagiarism page.
4. Starting with the first page, Arabic numerals (1, 2, 3...) must govern whole text through the end.
5. In the title page, the thesis title must be single-spaced and in capital letters. Long titles can be written in multiple lines avoiding unnecessary line breakages.
6. The approval page is to be signed with blue ink by the thesis advisor(s), examining committee members and the head of the GSS. All the lines for the signatures should be in the same length and aligned equally.
7. The honesty contract on the plagiarism page must be signed in blue ink by the student. No headings must appear on the plagiarism page.
8. All headings (abstract, öz, acknowledgments, table of contents, list of tables, chapter titles in the main body, references, appendices, curriculum vitae, and Turkish summary) must be written in capital letters, centered, and there must be three spaces between the headings and their content. All parts of the thesis including the sections must start on a new page.
9. The ABSTRACT must appear on a separate page and it must not exceed 250 words. Do not include any references and symbols unless absolutely essential. A maximum of five keywords can be written at the end of the abstract.
10. ÖZ is the Turkish translation of the abstract and must appear on a separate page.
11. No headings must appear on the dedication page and the dedication must kept brief.
12. ACKNOWLEDGMENTS are written to acknowledge the persons who have made a real effort to help the author in the preparation of the manuscript. Any kind of help can be acknowledged.
13. The TABLE OF CONTENTS must list the title of each chapter along with its subtitles, as well as other sections of the thesis indicated above. The wording used for all entries in the table of contents must match exactly with what is used in the text. Each entry must have leader dots which connect it to its corresponding page number.
14. LIST OF TABLES/FIGURES (if included) must appear on a separate page on a new page. Each entry must have the same number and the same caption or title used for a table in the text (A long caption may be abbreviated to the extent of using only the first full sentence). As in the table of contents, each entry must have leader dots which connect it to its page number.
15. The MAIN BODY of the thesis must be composed of 5 chapters: Introduction, Literature Review, Method, Results, and Discussion.
  - Chapters are numbered consecutively in Arabic or Roman numerals and capital letters (CHAPTER 1, CHAPTER 2..., or, CHAPTER I, CHAPTER II...).
  - Every new chapter must begin with a new page. APA style rules must govern all the format of headings and subheadings as well as the citation of reference sources.
  - Pages partially filled with text are not acceptable except for pages with illustrations.

- Tables, figures, diagrams, etc. must appear as near as possible to the part of the text referring to them. Color may be used in these illustrations.
  - For the illustrations that are too large to fit into a regular page, landscape orientation can be used. In such cases, the whole page must be reserved only for that illustration, and the caption for the illustration must also be rotated.
  - Usual margin requirements remain in effect, and page numbers should appear in their normal place (same place with the portrait-oriented page).
  - When illustrations run longer than one page, all subsequent pages of the illustration must include at least the illustration number and the notation that is continued, e.g., Table 1 (cont'd), or, Table 1 (continued).
16. In REFERENCES, each reference entry should be single-spaced with double spacing between entries. Every source cited should conform to the format rules of the APA style.
  17. In APPENDICES, when there is more than one appendix, each should be given a letter (Appendix A, Appendix B...).
  18. To enable access to your thesis through METU Library, you have to fill in the pertaining permission form (TEZ FOTOKOPISI İZİN FORMU) and attach it as an appendix to your thesis.
  19. The CURRICULUM VITAE is required only for doctoral theses. It must have page numbers and be included as the last item in the table of contents.
  20. TURKISH SUMMARY is required for both master and doctoral theses. It must be as lengthy as 3000-4000 words for Master's theses, and, 5000-7000 words for Doctoral dissertations

#### Submitting Your Thesis

1. You must first submit their theses to the department to obtain approval for compliance with the departmental guidelines before it is submitted to the GSS. Consult your advisor to contact the members in charge of examining the theses.
2. To detect any act of plagiarism, TURNITIN software must be utilized by the student and her/his advisor to generate the originality report for the thesis. When a similarity percentage below 20% is obtained, the student's advisor must sign the first page of the report and the student must submit it alongside her/his thesis to the Graduate School of Social Sciences. Similarity rates beyond 20% are unacceptable.
3. You must then submit your thesis to the Graduate School of Social Sciences for a final format approval before the Approval page is signed by your advisor, every member of the examining committee in defense, the department head, and the director of the GSS.
4. After the approval is obtained, you can now start the binding process of your thesis. If a finished manuscript exceeds 5 cm in thickness it must be bound in multiple volumes. No ink or tape corrections are permitted on the final bound copies.
5. After you collect signatures of your advisor, members of the examining committee, the department head, copies (max. 3) must be submitted to the GSS for the director's signature.
6. You then must submit both an electronic and a signed hard copy of their thesis to the METU Library; and an electronic version (in PDF) to the Higher Education Council (YÖK)'s database.
7. To complete the official graduation procedure, you finally must submit the (1) YÖK Thesis Data Input Publication Permit Form, (2) METU Library E-Thesis Submission Form, and (3) the electronic version of your thesis (in a CD) to the GSS.

For a more detailed account on these procedures, check the [thesis submission steps of the GSS](#).