

# Graduate Programs Handbook

2024



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MIDDLE EAST TECHNICAL UNIVERSITY

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

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## 1. FOREWORD

This handbook briefly explains 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 for your thesis, and ensuring that you comply 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 constitute a continually emerging contribution to the body of scientific literature at national and international levels and the field of applied practice.

In addition to the traditional teaching and research responsibilities, the department is committed to providing service to society in general and 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 make significant contributions to the future of education in Türkiye.

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 using its technological infrastructure, English-medium instruction, and highly experienced and qualified faculty. This mission is further supported by a participatory learning environment, democratic relationships 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 & Ph.D. 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 that 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 degrees (Master's or Ph.D.). Alongside this, several elective courses are offered by the department to support the graduate students' professional development. Since students accepted to the graduate program have already chosen their areas of study, they are supposed to take the courses required in that area primarily.

#### 4.1. Advisory System

Each student needs to have an academic advisor who assists the student throughout the coursework and the completion of their thesis. Students must appoint the thesis advisor by the end of the first semester for the Master's program and by the end of the second semester for the Doctoral program. Students are advised to determine their advisors as early as possible in the program. If the student does not determine an advisor by the specified time, the department assigns an advisor to the student. Those students who are not assigned an advisor until the specified time will not be allowed to register in the following term (i.e., the second semester of the Master's program and the third semester of the Doctoral 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 their other courses. Additionally, their advisor's Special Topics course should also be added to the coursework throughout the study. Ensure you get clear guidance from your advisor when registering properly for these courses.

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

At the beginning of each semester, the list of courses offered by the department is announced in the department and can be reached [here](#). Students should check this list and determine courses they may take next semester. The final decision about the courses always needs to be made 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 before registration according to their study area. 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 made by the end of the first semester of the Master's program and the second semester of the Doctoral program.

As soon as students register for courses, they should inform their advisor to approve their registration. The students must ensure their advisors approve their registration; 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 must ensure 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.** The 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, their advisors may require students to take additional courses. All students in the Master's Program are required to complete successfully:

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

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

#### *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. Supervisor assignment.** According to Article 33 of the [Middle East Technical University Rules and Regulations Governing Graduate Studies](#),

- Students must follow the procedure for the supervisor assignment of the Graduate School of Social Sciences (GSSS).

**4.3.3. Prothesis seminar.** EDS 505 Prothesis Seminar is taken in the last semester of the 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 students in developing the proposal and help improve their research skills. All students taking this course get together toward the end of the semester in a seminar to share their progress 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 their thesis topic and the progress s/he made toward the Master's thesis.

To be guided through writing a thesis proposal, consult 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 the presentation. All students taking the course and their advisors must be present in these seminars. The seminars are open to all other graduate program students and the department faculty.

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

There are two essential documents to be consulted while preparing 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/methodology, results, and discussion (see Appendix B). The second is the "[Department of Educational Sciences Thesis Format and Submission Checklist](#)," which includes instructions essentially in terms of the layout, organization, and format (e.g., headings, subheadings) of the thesis.

It is crucial for students to comply with these guidelines strictly and to make sure the theses they prepare meet these requirements established by the department and the GSSS.

#### **4.3.6. Defending a Master's thesis.**

The regulations regarding the defense are as follows:

- The list of recommended examining committee members will be decided by the supervisor and student. The supervisor will fill out the "Jury Assignment Form" and submit it to the department chair. The thesis examining committee is appointed by recommendation of the department chair and with the decision of the GSSS.
- The committee is composed of three or five members of faculty, one being the student's thesis supervisor. In addition to the thesis supervisor, at least one committee member should be from a department under the same graduate school, i.e., GSSS. At least one of the committee members should be a member of academic staff from another university.
- The examining committee members assemble within one month after receiving the thesis to have the student defend it. The thesis defense must be conducted in English and shall comprise the presentation of the thesis work and a consecutive question-and-answer session.
- According to Articles 29-(1) a, b, c and Article 29-(2) a, b, c of the [Middle East Technical University Rules and Regulations Governing Graduate Studies](#),

In order for a Master's thesis to be defended before a thesis examining committee for the first time or at the end of the additional period granted by the committee,

- a) The report showing the similarity index of the thesis should be received by the thesis supervisor by running the thesis through plagiarism software.
- b) The similarity percentage of the thesis should be smaller than the maximum similarity index set by the concerned administrative board.
- c) The similarity index report should be distributed to the members of the thesis examining committee together with the thesis after the approval of the thesis supervisor.

After the thesis work is completed,

- a) The plagiarism report showing the final status of the Master's thesis should be received and approved by the thesis supervisor,
  - b) The bound copies of the thesis should be submitted/presented to the concerned Dean of the GSSS,
  - c) The bound copies of the thesis should be approved by the concerned Dean of the GSSS and presented to the concerned GSSS directorate for approval.
- The latest date on which students may defend their thesis for each semester is indicated in the academic calendar.

- The student found successful in their thesis defense must submit bound and signed copies (by the examining committee) of the thesis within one month of the date of the defense to the GSSS. Before binding the thesis, make sure that it is found to be appropriate in the format of the department and the GSSS. Students are expected to follow the GSSS for the format of their thesis (can be found [here](#)) while following the department's requirements for the titles and subtitles of the main text ([Department of Educational Sciences Thesis Format and Submission Checklist](#)).
- For the department approval of the thesis, the department checklist should be controlled and signed by both the student and the student's supervisor. The signed checklist should be presented before requesting the department chair's signature.
- A thesis copy, including all signatures, will be submitted to the department.
- A student whose official thesis report has been submitted to the Registrar's Office (upon being signed by the director of the GSSS) 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 (one research, one statistics, four area, and two elective courses). 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 required number of courses in the doctoral program. All students in the doctoral program are required to take:

- EDS 604 Multivariate Statistical Techniques in Education
- EDS 695 Seminar on Research Methods and Ethics in Education
- EDS 696 Doctoral Seminar in Education

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

##### ***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 609 School and Society
- 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

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. Supervisor assignment.** According to Article 41 of the [Middle East Technical University Rules and Regulations Governing Graduate Studies](#),

- Students must follow the procedure for the supervisor assignment of the GSSS.
- Students must fill out the “Tez üst veri giriş formu” demanded by the Higher Education Council after the supervisor assignment.

**4.4.3. 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. Students must hand in a petition to the department to take the exam (see Appendix C). The department announces the dates in advance.

**4.4.4. Dissertation 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 within one month after the exam to approve the student’s doctoral dissertation proposal and to monitor the progress of the thesis work in ensuing semesters. The TAC comprises three members, one being the student’s thesis supervisor and at least one being from another graduate school within the University or from outside the University. The first TAC meeting needs to be held within six months after the date of their assignment.

The student submits a written report to the TAC members at least fifteen days before their defense date. The student orally defends their 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. The forms to be filled are different for the first and the subsequent TACs. Students should check the GSSS website for the latest forms, which can be found [here](#).

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

There are two essential documents to be consulted while preparing 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/methodology, results, and discussion (see Appendix B). The second is the “[Department of Educational Sciences Thesis Format and Submission Checklist](#),” which includes instructions essentially in terms of the layout, organization, and format (e.g., headings, subheadings) of the thesis.

It is crucial 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 GSSS.

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

- The list of recommended examining committee members will be decided by the supervisor and student. The supervisor will fill out the “Jury Assignment Form” and submit it to the department chair. The thesis examining committee is appointed by recommendation of the department chair and with the decision of the GSSS.
- The committee comprises five faculty members, 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 of receiving the thesis to have the student defend it. The thesis defense must be conducted in English and shall comprise the presentation of the thesis work and a consecutive question-and-answer session.

- The latest date on which students may defend their thesis for each semester is indicated in the academic calendar.
- According to Articles 29-(1) a, b, c and Article 29-(2) a, b, c of the [Middle East Technical University Rules and Regulations Governing Graduate Studies](#),

In order for a doctoral thesis to be defended before a thesis examining committee for the first time or at the end of the additional period granted by the committee,

- a) The report showing the similarity index of the thesis should be received by the thesis supervisor by running the thesis through plagiarism software.
- b) The similarity percentage of the thesis should be smaller than the maximum similarity index set by the concerned administrative board.
- c) The similarity index report should be distributed to the members of the thesis examining committee together with the thesis after the approval of the thesis supervisor.

After the thesis work is completed,

- a) The plagiarism report showing the final status of the doctoral thesis should be received and approved by the thesis supervisor,
  - b) The bound copies of the thesis should be submitted/presented to the concerned Dean of the GSSS,
  - c) The bound copies of the thesis should be approved by the concerned Dean of the GSSS and presented to the concerned GSSS directorate for approval.
- The student found successful in their thesis defense must submit bound and signed copies (by the examining committee) of the thesis within one month of the date of the defense to the GSSS. Before binding the thesis, make sure that it is found to be appropriate in the format of the department and the GSSS. Students are expected to follow the GSSS for the format of their thesis (can be found [here](#)) while following the department's requirements for the titles and subtitles of the main text ([Department of Educational Sciences Thesis Format and Submission Checklist](#)).
  - For the department approval of the thesis, the department checklist should be controlled and signed by both the student and the student's supervisor. The signed checklist should be presented before requesting the department chair's signature.
  - A thesis copy, including all signatures, will be submitted to the department.
  - A student whose official thesis report has been submitted to the Registrar's Office (upon being signed by the director of the GSSS) is entitled to a Doctoral degree.

## 5. LIST OF FACULTY MEMBERS IN THE DEPARTMENT OF EDUCATIONAL SCIENCES

### Curriculum and Instruction Program

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Faculty	Room	Phone	E-mail
<a href="#">Prof. Dr. Cennet Engin</a>	EF-A 308	+90 312 210 40 38	<a href="mailto:cennet@metu.edu.tr">cennet@metu.edu.tr</a>
<a href="#">Prof. Dr. Hanife Akar</a>	EF-A 316	+90 312 210 40 97	<a href="mailto:hanif@metu.edu.tr">hanif@metu.edu.tr</a>
<a href="#">Assoc. Prof. Dr. Yeşim Çapa-Aydın</a>	EF-A 416	+90 312 210 40 80	<a href="mailto:capa@metu.edu.tr">capa@metu.edu.tr</a>
<a href="#">Assoc. Prof. Dr. Pervin Oya Taneri</a>	EF-A 314	+90 312 210 40 27	<a href="mailto:ptaneri@metu.edu.tr">ptaneri@metu.edu.tr</a>
<a href="#">Assoc. Prof. Dr. Nur Akkuş-Çakır</a>	EF-A 418	+90 312 210 41 85	<a href="mailto:nakkus@metu.edu.tr">nakkus@metu.edu.tr</a>
<a href="#">Assist. Prof. Dr. Elif Öztürk</a>	EF-A 313	+90 312 210 40 31	<a href="mailto:oelif@metu.edu.tr">oelif@metu.edu.tr</a>

### **Educational Administration and Planning Program**

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Faculty	Room	Phone	E-mail
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<a href="#">Assoc. Prof. Dr. Gökçe Gökçalp</a>	EF-A 321	+90 312 210 40 33	<a href="mailto:ggokalp@metu.edu.tr">ggokalp@metu.edu.tr</a>
<a href="#">Assoc. Prof. Dr. Duygun Göktürk Ağın</a>	EF-A 408	+90 312 210 40 37	<a href="mailto:dgokturk@metu.edu.tr">dgokturk@metu.edu.tr</a>
<a href="#">Assoc. Prof. Dr. Merve Zayım Kurtay</a>	EF-A 410	+90 312 210 40 42	<a href="mailto:mkurtay@metu.edu.tr">mkurtay@metu.edu.tr</a>

### **Psychological Counseling and Guidance Program**

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Faculty	Room	Phone	E-mail
<a href="#">Prof. Dr. Ayhan Demir</a>	EF-A 315	+90 312 210 40 39	<a href="mailto:aydemir@metu.edu.tr">aydemir@metu.edu.tr</a>
<a href="#">Prof. Dr. Özgür Erdur-Baker</a>	EF-A 312	+90 312 210 40 36	<a href="mailto:erdur@metu.edu.tr">erdur@metu.edu.tr</a>
<a href="#">Prof. Dr. Zeynep Sümer</a>	EF-A 310	+90 312 210 40 27	<a href="mailto:zeynep@metu.edu.tr">zeynep@metu.edu.tr</a>
<a href="#">Assoc. Prof. Dr. K. Funda Barutçu Yıldırım</a>	EF-A 323	+90 312 210 40 44	<a href="mailto:barutcu@metu.edu.tr">barutcu@metu.edu.tr</a>

## **6. MAKING THE 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 databases such as EBSCOhost, ERIC, ScienceDirect, etc., where students can reach several resources to nurture their studies. New books are purchased yearly, and the library records are updated through a computerized network system. Make sure to explore what the library offers you in your area of study and how to use the library productively. In addition to the METU library, ULAKBİM and HEC (YÖK) can be other great sources for your research. Other universities in the city (e.g., Ankara University, Bilkent University, Gazi University, Hacettepe University) also possess a good collection of books and journals in the field of education.

In addition to these libraries, the department has a collection of master's and doctoral theses, which can be found in the meeting room at EF-A 300.

The Student Computer Labs (EF-A 20, 26, EF-D 202) are available outside of class hours to use all software programs.

## 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 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, typed in 12-points using Times New Roman. Using APA style throughout the text is compulsory; therefore, you must comply with rules projected by the most current version of the American Psychological Association Publication Manual.

**Plagiarism** is using, presenting, or submitting someone else's ideas or phrasing without clearly acknowledging the source of that information (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 Turkish) and [here](#) (in English). You are strongly advised to check the forms of plagiarism to avoid committing any form of plagiarism.

**So, never forget that your thesis proposal 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/Methodology) and two additional parts (References and Appendices), and they should, at a 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 brief 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 concern to educators, conditions that need to be improved in educational settings, difficulties that need 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 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) and how it will influence the theory and practice.
- Provide definitions for terms that need clarification and inform the study.

## 2. Literature Review

The point of the literature review is to persuade the reader that you have an expert's knowledge of the area under investigation or 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 essential rather than everything you 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 a minimum. Views and findings should be restated, paraphrased, and summarized rather than quoted. Quote material only if it is so novel, apt, or unexpected that it deserves 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 briefly describe how the literature review informs your study. This summary should not simply consist of sentences pulled from the rest of the review.

## 3. Method/Methodology

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/methodology section is to persuade the reader that you are capable of doing the study. The method/methodology section must (1) specify exactly what you intend to do, (2) be plausible and doable, and (3) be valid. Depending on the design of the thesis, relevant headings and subheadings required by the department should be used.

Quantitative Design	Qualitative Design	Mixed Design
<ul style="list-style-type: none"> <li>- Research design</li> <li>- Participants</li> <li>- Data collection instruments</li> <li>- Data collection procedure</li> <li>- Description of the variables</li> <li>- Data analysis</li> <li>- Limitations of the study</li> </ul>	<ul style="list-style-type: none"> <li>- Research design</li> <li>- Context of the study</li> <li>- Participants</li> <li>- Data collection instruments</li> <li>- Data collection procedures</li> <li>- Data analysis</li> <li>- Trustworthiness/Transferability</li> <li>- The role of the researcher</li> <li>- Limitations of the study</li> </ul>	<ul style="list-style-type: none"> <li>- Research design</li> <li>- Context of the study</li> <li>- Participants (<i>Depending on your design choice, you need to decide on a quantitative or qualitative sample to present first</i>) <ul style="list-style-type: none"> <li>○ Participants in the quantitative study</li> <li>○ Participants in the qualitative study</li> </ul> </li> </ul>

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## References

This section includes the APA-styled list of the resources you consulted while writing your proposal appropriately cited in the text. All books, articles, dissertations, 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 refer to in the method/methodology 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.

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 to 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/Methodology), (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 submitting 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 the thesis 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 the Publication Manual of the American Psychological Association.

You are strongly advised to adhere to the "[Department of Educational Sciences Thesis Format and Submission Checklist](#)" 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 to section 4.3.3 for the Master's thesis, and 4.4.4 for the Ph.D. dissertation.

In terms of content, your thesis should be framed around the following five chapters (Introduction, Literature Review, Method/Methodology, Results, and Discussion) and two additional parts (References and Appendices), and they should at a 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 concern to educators, conditions that need to be improved in educational settings, difficulties that need 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 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) and how it will influence the theory and practice.
- Provide definitions for terms that need clarification.

## 2. Literature Review

Your review of literature is expected to offer a well-written, scholarly review that ensures the quality of the 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.

An 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 commonplace or unjustified.
- Keep quotes at a 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 it deserves to be reported verbatim. Even when so, it 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 of 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 their conclusions?
  - Did the researcher really find what they said they found? Is the significance they attribute to their findings justified? (Writers who rely on the author's summary of findings, or secondary sources such as Educational Abstracts or computer-produced summaries are likely to perpetuate



inadequately or incorrectly interpreted findings. Therefore, you must consult the 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 that 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/Methodology

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/methodology section is to persuade the reader that you are capable of doing the study. The method/methodology section must (1) specify precisely what you intend to do, (2) be plausible and doable, and (3) be valid. Depending on the design of the thesis, relevant headings and subheadings required by the department should be used.

Quantitative Design	Qualitative Design	Mixed Design
<ul style="list-style-type: none"> <li>- Research design</li> <li>- Participants</li> <li>- Data collection instruments</li> <li>- Data collection procedure</li> <li>- Description of the variables</li> <li>- Data analysis</li> <li>- Limitations of the study</li> </ul>	<ul style="list-style-type: none"> <li>- Research design</li> <li>- Context of the study</li> <li>- Participants</li> <li>- Data collection instruments</li> <li>- Data collection procedures</li> <li>- Data analysis</li> <li>- Trustworthiness/Transferability</li> <li>- The role of the researcher</li> <li>- Limitations of the study</li> </ul>	<ul style="list-style-type: none"> <li>- Research design</li> <li>- Context of the study</li> <li>- Participants (<i>Depending on your design choice, you need to decide on a quantitative or qualitative sample to present first</i>) <ul style="list-style-type: none"> <li>○ Participants in the quantitative study</li> <li>○ Participants in the qualitative study</li> </ul> </li> <li>- Data collection instruments (<i>Depending on your design choice, you need to decide on a quantitative or qualitative data collection instrument to present first</i>) <ul style="list-style-type: none"> <li>○ Data collection instruments in the quantitative study</li> <li>○ Data collection instruments in the qualitative study</li> </ul> </li> <li>- Data collection procedures (<i>Depending on your design choice, you need to decide on a quantitative or qualitative data collection instrument to present first</i>) <ul style="list-style-type: none"> <li>○ Data collection procedures in the quantitative study</li> <li>○ Data collection procedures in the qualitative study</li> </ul> </li> </ul>

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#### 4. Results

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

#### 5. Discussion

This final chapter includes the evaluation and the interpretation of the findings with respect to your original problem statement and hypotheses. Discussion of the findings, implications for theory/practice, and recommendations for further 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 the text. All books, articles, dissertations, etc. should be cited in the body of the thesis and listed here so as not to commit any act of plagiarism.

#### Appendices

Provide the following for the appendices:

- Approval of the METU human subjects ethics committee
- Other relevant appendices (e.g., interview forms, scales, observation schedules)
- Turkish summary
- Curriculum vitae
- Thesis permission form

## Appendix C: Qualifying Exam Petition

Tarih

### ODTÜ EĞİTİM BİLİMLERİ BÖLÜM BAŞKANLIĞINA

Eğitim Bilimleri anabilim dalı ..... Programı'nın ..... no'lu öğrencisiyim. Doktora tez danışmanım.....'dir. Doktora programında gerekli olan ders yükünü tamamlamış olduğumdan **20../20.. güz/bahar** dönemi yapılacak olan doktora yeterlik sınavına girmeyi talep etmekteyim.

Gereğinin yapılmasını saygılarımla arz ederim.

Öğrenci Adı Soyadı  
İmzası

Ek: Akademik Transkript