Thesis

Tünde Lengyelné Molnár – Attila Verók

MEDIA INFORMATICS PUBLICATIONS

Thesis

Tünde Lengyelné Molnár – Attila Verók

ÚJ SZÉCHENYI TERV

Hungarian Online University – Creating an IT sector co-operation to spread the new type of e-learning-based trainings nationally and internationally

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www.ujszechenyiterv.gov.hu
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Written by:
Tünde Lengyelné Molnár
Attila Verók

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Content

1. INTRODUCTION

1.1 OBJECTIVES, COMPETENCIES, CONDITIONS TO FULFIL THE SUBJECT

1.1.1 Objectives

At the end of higher education the knowledge acquired through the complete training system has to be given account of. This exam takes place at several levels. Its last element is the state exam or the final exam during which theoretical and practical knowledge is given account of, most often in the form of an oral exam. Prior to this, however, you must make a separate written work, the thesis (in the case of some trainings a masterpiece, portfolio).

The thesis is a fastidiously written scientific, independent work, the preparation of which takes several months. The textbook is intended to assist the process of thesis writing, to familiarise its structure, to give advice on the implementation of individual parts detailing reference methods.

The textbook discusses peculiarities of writing shorter scientific paper: the technique of writing a study, in which steps of writing a paper, essay can be learnt, and the way to publish in journals by which we can become part of the scientific world cycle.

Topics include results of the rapidly developing information technology, in particular the expanding opportunities offered by plagiarism search software, reference generators or editors can be thought of.

The textbook will help you navigate through in the concept system of specialised literature exploration giving assistance to the implementation of effective library research. In the curriculum a great emphasis was placed on bringing science ethics of the subject to the surface as the prevention of plagiarism should be a common goal of the instructor and the student, It was also important that during the study of lessons the reader is constantly directed to relevant, electronic documents, and applications where he/she can find excellent opportunities to facilitate research and knowledge expansion.

Content of the curriculum was provided in a descriptive, clear form since we believe that figures or examples displayed in the right place and linked to the content of a specific subject matter may help to support the acquisition of the complex knowledge. The main goal of our work is, however, to increase the quality of students' theses or publications

through the acquisition of fundamental knowledge related to how to write a thesis. The cucrriculum was subordinatee to that objective.
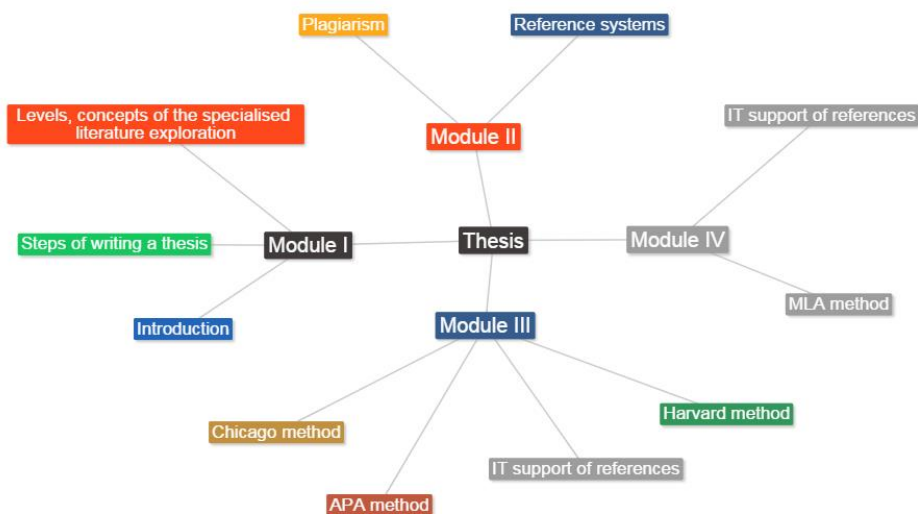
1.1.2 Competencies

Competencies:

−   The application of more important methods, analytical procedures in scientific researches,

Knowledge

−   research steps, the concept of hypothesis are known.
−   Steps how to write a study is known
−   Basic concepts, attitudes/views related to the library research are known.

Attitudes/views

−   They will be capable of comparing views and mentality acquired in a higher education institution with their own thinking and be able to publish the results in the form of a written work.
−   They will be able to compare theories and methods known from specialised literature to supplement it with their own ideas.
−   Through the acquisition of the curriculum to be capable to use opportunities offered by ICT and with their application to make their publishing activities more efficient.

Skills

− They will be able to design circumstances and publish results of a reliable and valid research.
− They are empowered to complete a research structure from wording the problem through planning steps of the survey.

1.1.3   Conditions to fulfil the subject

− to carry out exploration of specialised literature aligned to the area of expertise in a self-selected topic and publication of results in the form of a study;
− or publication of a private research process or rather its results in the form of a study;
− or writing a thesis.

1.2   CONTENT OF THE COURSE

1. Introduction
2. Steps of writing a thesis
3. Levels, concepts of the specialised literature exploration
      a.   Preparing abstracts
4. Plagiarism
5. Reference systems
6. Harvard method
7. APA method
8. MLA method
9. Chicago method
10. IT support of references
11. Structure of writing studies
12. Summary

1.3 LEARNING TIPS, INFORMATION

In the lesson – where justified by the nature of the curriculum – tasks and self-check questions can be found. These tasks and the self-checking answers do not have to be submitted, however, answering them will considerably increase the chances of reaching a better exam result.

The ultimate aim of the course supporting thesis writing is learning theoretical and practical knowledge related to the process and conduct of a research.

For successful work it is necessary:

- First, learn some theory of the curriculum of each lesson because without this you will not understand the following lessons and will not be able to acquire information on your own in other specialised literature.

- Also, read texamples found in the note that help the understanding, and try in all cases to figure out or recall examples related to the topic. Think if over if you had solved the problem or carried out the specific research in a similar way?

- If the lesson includes tasks or self-check questions, solve and answer them, respectively!

2. LESSON: STEPS OF WRITING A THESIS

2.1 OBJECTIVES AND COMPETENCIES

In this chapter you can find answers to questions like why you should write a thesis, what its role is during our current and future studies, or possibly in a work commitment. Many difficulties and obstacles may arise in connection with the thesis writing, it is important to clarify the choice and attitude foundations in order to avoid future problems. Thus, and from the considerations that the reader should not take essential decisions affecting the scientific work guided by momentary intuitions when writing his/her thesis he/she must learn to think in structures. A detailed overview of each step would help in this; choosing a theme, consultant and title is certainly just the beginning. You need to see the difference between the specialised literature and source disclosure processing as well as the structure and disclosure of our own research. In the maze of problems identified, established, and proven hypotheses it is difficult to find the right way, this is the way students are now navigated along.

2.2 CURRICULUM

2.2.1 Thesis

„ The thesis (thesis for the master's degree) is an individually prepared paper closing the student's studies with a credit value determined by the specific training and outcome requirements. Protecting the thesis is part of the final exam." – provided in the regulation of the ministry of education, 15/2006. (IV. 3.) which defines the training and outcome requirements of the bachelor and master degree programs.

The thesis not only serves as closing university education, in many cases, it is entry to the workplace as well. Companies usually ask after the thesis topic during the admission interview, they might even view our completed work. In case of further education can count on this question as a matter of certainty during the admission interview. Therefore choose the thesis topic adequately enough because

- on the one hand, you will deal with this subject for several months: choose a topic you are eager to explore;
- on the other hand, consider where you want to settle down, what you want to do after you complete your College/University and if you know the answer, then prepare the process with the thesis and deepen your knowledge in the particular theme.

Let's look at steps of thesis writing and characteristics of the individual parts! Steps of writing a paper can be seen in the following figure!
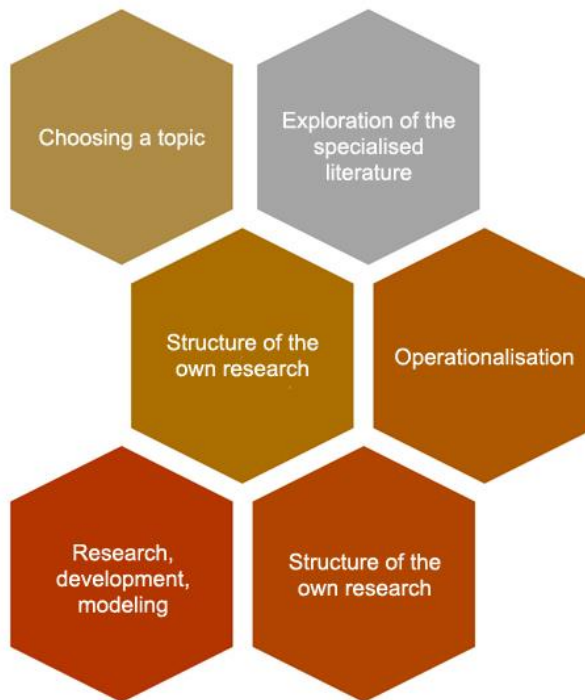
Figure 1: Steps of writing a thesis

2.2.2   Choosing a topic

The first step is choosing a topic. The importance of this was emphasized above but let's look at specifically how to choose a topic. A good topic is chosen if we can even make use of our thesis. Of course, do not think to sell thir thesis to others but to work out a procedure, reveal an area during the research which may be useful to others.

For example:

- *As an information technology student you can model and write a computer program of a hotel reservation software*

- *As an electrical engineering student you can create a circuit, for example, a system controlling moodlighting of pools*

- *As a student in physics you can design and model the prototype of a home-manufactured solar system*

- *As a library student you can catalogue archives or book collections so far unexplored*

- *As a student majoring in marketing, manager, assessment and evaluation, and in many other majors customer satisfaction measurement can be performed, building up the measurement according to the research methodology, and based on the answers developing a plan for the specific topic (for an institution or company).*

The topic usually should be selected before the completion of training at the end of the school year, so you need to prepare for it in time.

Consider the following before making a decision!

1. Do you already have a job? Or do you know where you want to find a job?

   If the answer is yes, then you might want to see the company manager and ask him for advice what it would be useful to the company. At what area do you need to deepen your knowledge? Where is there a shortage area? What area do they want to develop? Then you should find the relationship between your degree program and the problem.
   This solution has two advantages: in the long run it will ensure your position in that company, your apptitude can be proven and the College/University also benefits from processing the specialised literature related to a real-world problem and applying the acquired knowledge in practice.

2. Is there any topic about which you would gladly have heard more during the training? Is there a topic that is very interesting to "you" and you want to know a lot more about it than you learnt during the training?

   If so, select this and we will be pleased to write a thesis.

3. Which subject, topic did you love the best in training? Considering topics in the course which was the most interesting part? Choose just one you would like to deal with more!

4. If there was no subject, you liked much more than the others, try to narrow it in another direction: What would you like?
   - To write a program?
   - To plan?
   - Carriy out library research?

5. If we could not give a convincing answer to any of these then you can visit the website of the department where your training belongs to and have a look at topics recommended by lecturers of the department and select from the lis. This step is recommended last because a thesis writer is much more motivated if according to the previous points he/she can choose a topic independently, properly and in accordance with his/her interest.

After the selection of the topic it follows the selection of the specific thesis title selection. It is worth discussing with the consultant that is, first choose a consultant.

Choosing a consultant

The topic basically identifies the range of consultants but usually there are several instructors who deals with similar topics. The decision is based firstly on the sympathy: whom you feel that you will be able to work with well. Another part is the professional field, expertise: who knows the topic best which you will deal with in the thesis since lecturers who also deal with the topic can offer more and more focused specialised literature.

On this basis, choose someone, please put in a request and during personal contact ask him/her to be your consultant. Your request might be rejected the reason for which most often is that the instructor can not take you because he/she already has so many thesis writers or that the topic is not so much in the area of his/her expertise (in this case they usually recommend someone else instead).

If you do not know which instructor deals with your topic or your previous request did not succeed then you should consider to ask the instructor responsible for the subject or the head of the department who would they recommend to you to manage your topic.

Determination of the title

After selecting the person to be your consultant decide together with the consultant on a specific title of the thesis prepared.

Pay attention to requirements expected on ''thesis topic selection application form'':

− The title must be specific
− Or is the field of topic enough?

In the former case you need to be very careful because it is hard to change the title in the future. If it is enough to specify the field of the topic

16

then there is no literal constraint, a title can be other than that indicated in the past on the cover of the thesis.

2.2.3 Exploration of the specialised literature

Searching for and processing the existing literature it is an essential step before you start writing a thesis or any scientific work. In some disciplines this activity is called reviewing the research history that is, the future author must know the most important relevant standard works of the profession from the first known specialised literature processing to the latest. Such reviews need not be everywhere so in many genres (a thesis also can be such) it is sufficient if a person undertakes writing a scholarly essey harvests from the scientific literature only in recent years.

The important thing is that you have to create some kind of inventory of what you know or learnt of the selected topic in one way or another. The inventory can be completed naturally by your observations, concepts, ideas which can actually provide some novelty value of a thesis or any scholarly writing that may extend the scope of the knowledge possessed by the profession.

However, to be able to formulate relevant things, it is essential to recognise what scientists, professionals previously stated, say on the subject. If you are not prepared for it major error is made in the process of writing. The most important helpers in this area can be traditional, electronic, digital and virtual libraries and manuals containing the most important filtered knowledge of the discipline. Without a prudent use of the library files and databases it is impossible to write a scientific work! Therefore it is very important that anyone who begins to engage in such activities should be at aware at least the minimal use of libraries and research-methodological rules. Thus both the ethical and research ethical traps can be avoided which later may result in even serious criminal penalties.

2.2.4 Structure of your own research

You can choose any topic it is necessary to define the specific area we are going to address. In case of a technical topic the circle of users, purpose, in case of a research in social sciences the area which your theory deals with, have to be defined (you carry out your research related to the entire society or only to Hungary, to regional, to local, or to a given institution). You can work in any discipline think in a similar way!

The next step is the definition of the main concepts and variables.

- ⌨ **''Typical characteristics of an object, person are called attributes.**

- ☞ **A logically coherent set of attributes is called a variable.**

- ▤ *The man/woman is an attribute while the gender of participants in a survey will be the variable. The highest level of education is a variable and specific values are attributes: primary (8 years) or lower, secondary, higher education. It may also be an attribute if a person under investigation possesses primary (8 years) or lower vocational school, graduation, college, university, doctoral degree. So there are several ways to specify attributes to a given variable."* [1]

In a social science research think trough what you want to measure, what you are interested in, in case of a problem in information technology who the user layer will be, for example what criteria influence selection of the platform.

Collect what to know about relations of variables!

With logical reasoning you need to determine conclusions relevant to your own research topic and to set up your hipotheses depending on the nature of the research.

2.2.5 Operationalisation

After identifying conditions affecting your research series of steps should be set up through which your research work will be carried out. These steps will also be taken if the preparation and analysis of the survey are the main goals, but even if you model, create, program a workflow.

- ☞ **Operationalisation is selecting research methods leading to support or reject a hypothesis. During the operationalisation you determine what the steps, procedures and operations are in the actual measurement or identification of the variable you want to monitor.**

If your thesis is hypothetical then you need to decide how to explore, present concepts. Possible methods for this:

- Analysis of concepts
  in this case, the development, evolution, changes of chosen concepts are presented by exploring the scientific literature.

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[1] Tünde Lengyelné Molnár: Kutatástervezés. Elektronikus tananyag. – Eger: Eszterházy Károly Főiskola, 2013. p. 56.

−   Descriptive analysis
     describes events, happenings according to some aspect (for ex-
     ample, in chronological order).
−   Interpretative analysis
     Concepts related to the topic under investigation are often com-
     pared with other, often the most important characteristics of a giv-
     en era.
−   Comparative analysis
     during this the topic on which the analysis is based is compared
     to realisations of other countries, other companies and other sites.
     Certainly you can compare only things that have common charac-
     teristics or rather measurable units of comparative terms should
     be defined.

    🖹 *For example we compare the education system of Hungary to oth-
     er countries of Europe, and we do so on the basis of the ratio of
     the percentage of GDP spent, based on results in the international
     measurements, etc.*

2.2.6   Research, development, modeling

If the previous steps are implemented then the implementation of the
part forming the body of the thesis follows. This can be a survey, deeper
library research, some development, programming, model development,
and even a combination of these.

In the thesis also discribe the empirical part of your work. Describe
what the purpose of the practical applicability was and how it was de-
signed, how the implementation was. Peculiarities can be mentioned
such as with what software, in what developer environment you worked,
even if many of them were available, then introduce considerations unde-
lying your choice describing in detail why you chose the particular solu-
tion.

In the development process you should also prepare imagery and
present steps, testing and of course results in detail. This may be a spe-
cific image

−   of a preparation, of a spare part, of a product,
−   or a screenshot of the design software,
−   or opening images, task panes of the planned site/multimedia/
     application,
−   or even a visual representation of the institution (archives, an old
     book, a codex) as a basis for the research.

Insert some images into the core of the thesis. However, if you have more pictures to present then place them in the appendix. (See more about this in chapter 11.2.7).

2.3 SUMMARY, QUESTIONS

2.3.1 Summary

So we have done the first, uncertain steps in the maze mentioned earlier. Emphasizing the importance of the thesis at different stages of our career we defined the purpose and role of thesis writing. Clarifying the key concepts, step-by-step we went through stages of thesis writing that is: choosing a topic, choosing a consultant, choosing a title, exploration of the specialised literature, structure of your own research, the question of operationalisation; just to mention a few of main points. A thesis is created by the implementation of the above steps together with writing the text. It is very important, however, that your style, formulation meet the science criteria, and to use appropriate references.

2.3.2 Self-check questions

1. Why is it important to make a qualitative thesis?
2. Think through the steps of thesis writing!
3. What should you think carefully when choosing the topic?
4. In what ways can you approach the exploration of a theoretical specialised literature?
5. What would you write about your practical work?
6. What do we call the attribute?
7. What is the variable?
8. How would you describe the process of operationalisation?

3. LESSON: LEVELS, CONCEPTS OF THE SPECIALISED LITERATURE EXPLORATION

3.1 OBJECTIVES AND COMPETENCIES

In the lesson library concepts will be presented which not only library users should know but all students studying in higher education. During the thesis writing it is very useful if you know what the abstract is, how you make use of secondary documents during searching for information, but also throughout the entire college/university education you can encounter with these concepts.

The lesson is designed to introduce summaries, varieties of representatives prepared from works, touching on their application opportunities during search and exploration of the specialised literature. Rules of writing abstracts can be learnt from the lesson. These skills will be needed, especially if you want to publish your paper in a journal but in other cases a summary, abstract about your own work can requested for the writing of which you can get useful tips in the lesson.

3.2 CURRICULUM

3.2.1 Traditional sources of the library information

During a library research the reader primarily gets a document which can be books, journals or even electronically available material, which is the author's entire work.

However, in many cases, there is no time to read all the specialised literature, you should choose from the available writings in which case the so-called secondary documents are useful.

The process converse is also true in many cases the document you are looking for is not available just a ''description about it'' and about similar writings according to which you can decided what to order. (For example ask for interlibrary lending or order the underlying electronic article)?

Let's see what assistance you can use!

3.2.2 Secondary documents

Secondary sources of information can be divided into two groups: the first category includes analytical secondary documents exploring, representing only one writing of the specialised literature, the other category

includes collections of secondary information of writings related to a topic, to a special field. These are called synthetic secondary documents.

Analytic secondary documents:

 Annotation: a few lines, a short description of the content of the writing.
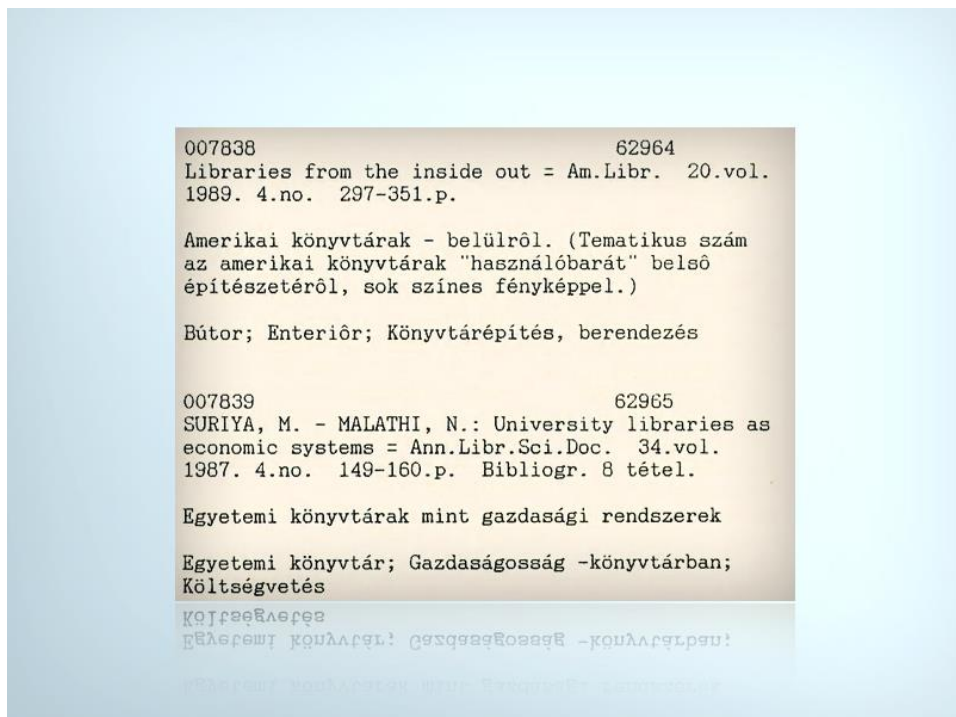
Figure 2: Annotation[2]

📝 *If annotated specialised literature is required to complete a subject then it means to collect specialised literature related to this topic and add a description of each of the writings in a few lines.*

📝 *Today, you can find it in the form of a task to annotate writings placed on a blog. In this case, you need to read the article and describe briefly its content. Extract: a statement expressing the es-*

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[2] István Novák: Céduláktól hajlékony lemezig. – In: Könyvtári Figyelő. 36 (1990), 1-2. sz. [online] [2014.08.06] http://epa.oszk.hu/00100/00143/00049/novak_h.html

sence of the writing in a shorter form, whose main determinant is to use sentences and phrases which can be found in the text.

Deviation from it is only allowed when using connecting words. (There is also a special kind – the homotopic extract – where the writer of the extract can also summarise the essence of the work in his or her own words.

During the search for the information an extract can even make up for reading the original text, this depends on the extent of extracts available.

- ✆ **Abstract: is a statement expressing the essence of the writing in a shorter form which in itself has a meaning, a clear text.**

Types of abstractx:
- Informative abstract which is informing about what new is published in the article, which are its main results and con-clusions. This type of abstracts is mainly applied for articles within a narrow field of science.
- Transmitter abstracts: this informs in a sort of list, yet in round sentences on the content of the writing but it does not specifically detail consequences. It is applied in writing reviewing, embracing broader areas of expertise.
- Mixed: a combination of the previous two forms the essence of the writing is expressed in a list.
- Auto-abstracts: an abstracts by the author

In the case of scientific papers in most cases authors summarise the essence of their own writing, they write an abstract and it will be the auto-abstract of the writing. These extracts usually appear with the original writings.
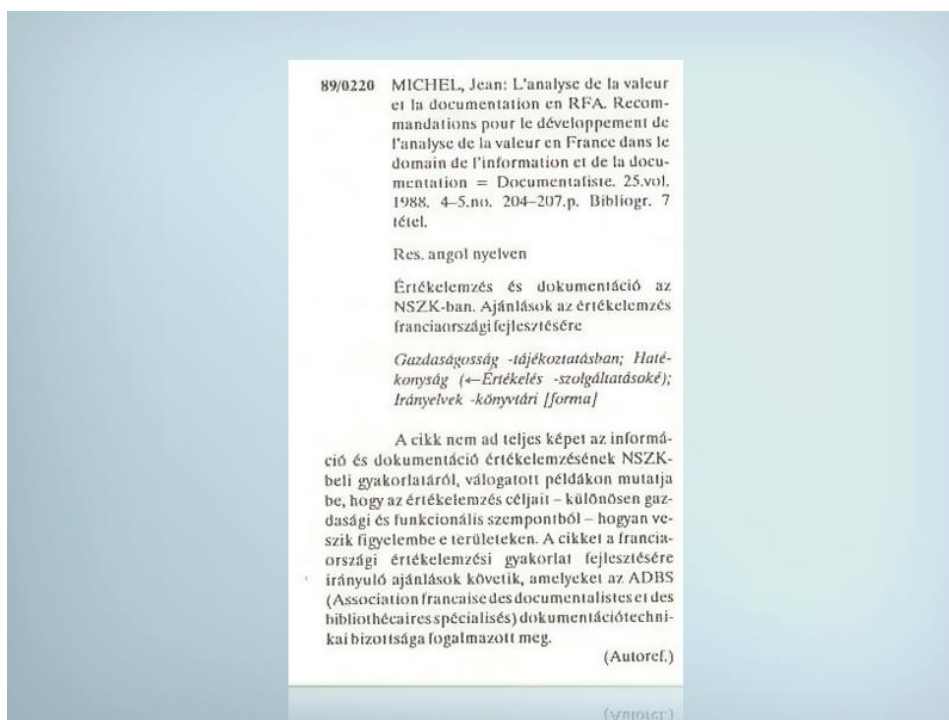
Figure 3: Auto-abstract

The perception of auto-abstracts is dual as who should know the document better than the author who is better to judge what new is in it than the one who found this news. However, a common problem is that authors are not aware of the purpose of an abstract and in many cases they use abstracts to explain why they chose the particular approach; or the abstract is considered as part of the document and a new introduction is written to it but it also happens that writing abstracts is seen as an advertising opportunity. Summarising: the quality of auto-abstracts is completely different, in many cases, they do not fulfill the requirements expected from an abstract that is, to be understandable by itself, not to vary the content of the writing, to be objective and to give back really the essence of the writing. Perhaps this is also the reason that auto-abstracts are usually not accepted in the abstracting databases.

Structured abstracts can be the workaround[3]:

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[3] Tibor KOLTAY: A referálás elmélete és gyakorlata. – Budapest: Könyvtári Intézet, 2003. p.12.

—   Structured abstract: for writing abstracts the most important elements of a peer-reviewed paper are organised under headings and these should be contained in abstracts written by authors thus trying to overcome the authors' incorrect techniques to write an abstract.

Abstracts do not substitute for the original writing they only help in deciding whether you need to read the complete paper or the writing is not an approach what the user is searching for. Furthermore, it can be helpful in revealing the redundant elements, too.

⌨ Review: an evaluation that is, not an objective summary of the writing

It is derived from the Latin word 'book review', 'book criticism' but the subject of a description may not only the book but an article or even a work of art in which – unlike in the abstract – criticism is allowed. The author presents the content of a writing but the value lies in a value judgement of the reviewer rather than in the summary of the content. While during writing abstracts you must stay objective it is not required in the case of a review. It aims to raise awareness rather than the promotion of information retrieval.

⌨ Miniaturisation: the original writing in a shorter form, essential parts without details.

In the miniatures every chapter title can be found which was also included in the original writing. The miniature may substitute for the original document.

In case of scientific articles miniatures are useful you can quickly get to know the latest research without spending time on reading detailed derivations. While in the case of scientific papers miniatures are good, in the meantime, they can not be used for the literature! (There the reading experience is the aim of the work and not a chronological understanding of facts.)
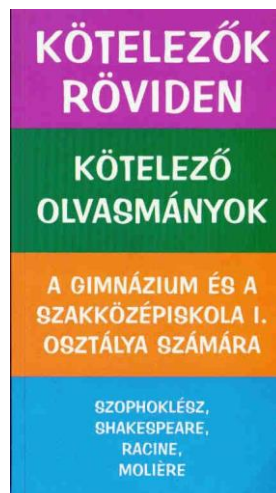
Figure 4: Literature miniature

Synthetic secondary documents:

- **Bibliographies: arranged title- or abstract collections of documents released in the same field of speciality or in the same period of time.**
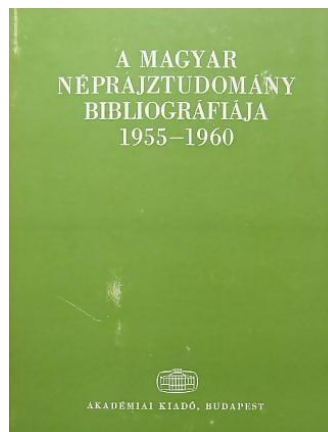
Figure 5: An example for bibliography

The Hungarian National Bibliography should be mentioned which is a list of works published (for further description see the national Széchényi Library site: http://www.oszk.hu/mnbwww/K/BIBLI.HTML).
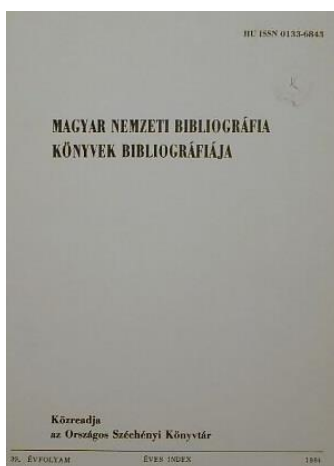
Figure 6: Hungarian National Bibliography. Bibliography of Books

Bibliographies contain bibliographic or bibliographical descriptions of works related to a topic:

Figure 7: An example of the Hungarian National Bibliography. From the bibliography of books

- 📖 **Theme documentation: it is a collection of excerpts from several works all related to one topic.**

Figure 8: Theme documentation

- 📖 **Reviews: it is a loose collection of abstracts of works published whithin one theme which created by a specialist but publish without comments in an arranged form.**

- 📖 **Review studies: it is a collection of abstracts released withing a theme also served as a self-study that includes the opinion of the author related to the presented documents.**

   − Summary Report (state of the art report): reports on the situation of a research area. This includes bulletins of studies with titles the „advances in…", „annual review of…", „Developments in…", „Progress in…" which present past events, the current situation of a field of speciality.

Figure 9: The annual report of the…

− Trends (trend report): studies showing events, changes within a theme that sometimes include the prognosis of trends, expected developments.

🗍 **Abstracting journals: periodically published collections of abstracts**

Figure 10: Abstracting Journal of the Chemical Abtracts

3.2.3 Abstracts preparation in practice

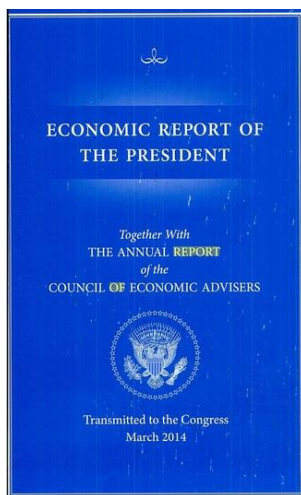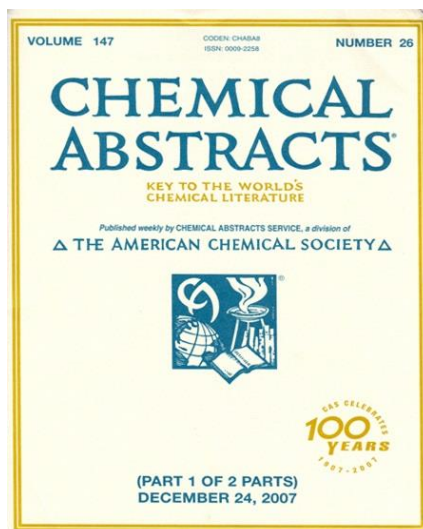An abstract is called abstract in English which the Hungarian language also received, and in many cases, abstracts must be submitted from your work. An absztraktot is requested from you when applying for a presentation to a conference or if you want to have your article, study published in a journal, database. Abstract preparation can be requested from you even during the higher education studies for which you need to read the extract in the underlying article, work and summarise the essence of it. In the following, useful advice can be found to this process.

Abstracts making is an important part of library activities whose results and gathered experiences can be used during your own work. Abstracts can be prepared from other's work or from your own. Let's see the process of its writing!

As the first step of the abstract preparation you need to read the original document. If you do not prepare an abstract of your own material then during the reading you must be focused on whether the work has information that is of interest to readers of the abstract. For this use the proven underlining, highlighting methods. Think about that for readers whether which parts may be of interest. To do this you must have an idea of the reading layer. If we think after the first reading of the work that it is not suitable for abstract writing because it does not contain separate statements, new results we can stop working (from many, at first interesting-looking article, it turns out that they are not suitable for abstract writing).

If the article is considered to be suitable for abstract writing then you can read it for the second time with the aim of exploring and understanding the relevant information in the document. You have to know what kind of abstract you prepare. In case of informative abstracts the purpose is to return the essence of the original document so this is a more and more detailed abstract while in the case of indicative abstracts you do not need to elaborate on results, conclusions in the work but to give a comprehensive overview on the content of the work.

In case of informative-indicative abstracts give an overview, but get to the detail.

During the second reading it is important to try to understand the original message, and structure the information contained in it. Search for theorems, results, read the footnotes, pay attention to the cited authors. According to the findings of Tibor Koltay in an abstract you do not need to write about the text which contains:

- „ a repeatition of the title
- a summary of existing (not new) knowledge

- references
- the historical background
- the author's vision for the future
- planned, but not carried out investigations."[4]

Be careful not to be misled by the introduction in the document in which the author summarises the work (without this control you may highlight something else from it).

In case of works in a foreign language paying attention and continuous self-control are particularly important in which try to consider several times if the author's message really matches with what we think?

After the second reading you can formulate the outline of the abstract in which you succeed for the first attempt only very rarely.

Pay attention to the size restrictions. For whom is the abstract made? Are there any specific requirements given? What formal and content restrictions do the customer have? (Journals usually provide the number of characters for the abstracts to be. Please check in advance about it!) Responses to these questions determine your final abstracts. The finished sketch should be compared with the original document, whether it really represents it, and whether there are not any differences. If this is ok then taking the previous constraints into account you may go on writing the final abstract.

Rules of abstract writing can be formulated but carrying out the creative, artistic work can not be considered prepared on the basis of collections of rules!

3.3 SUFMMARY, QUESTIONS

3.3.1 Summary

In the lesson the traditional means of library information were mentioned the most information related to analytical secondary documents (annotations, abstracts, extracts, reviews, miniatures) and synthetic secondary documents (bibliographies, reviews, review studies, theme documentations, trends and abstracting journals) was reviewed in detail and each type eas illustrated with examples. Acquainted with the relevant rules the process of abstract writing was approached from a practical point of view so the student can attempt to write an abstract after reading the original source. Knowledge of concepts in this lesson helps you to navigate through the scientific literature, and it even provides a good

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[4] Tibor KOLTAY: *A referálás elmélete és gyakorlata. Továbbképzés felsőfokon*. – Budapest: Könyvtári Intézet, 2003. p. 44.

starting point for the performance of subjects requiring theoretical litera-ture exploration.

3.3.2 Self-check questions

1. List the types of secondary documents representing only one work!
2. In what form abstracts of scientific literature belonging to one top-ic can be published?
3. What is annotation?
4. What are the main features of a book review?
5. What is the difference between the bibliography and review?
6. What do we mean under a review study?
7. What kinds of abstracts do know?
8. What is the auto abstract?
9. How to prepare abstracts?
10. Give examples of the types of secondary documents!

4. LESSON: PLAGIARISM

4.1 OBJECTIVES AND COMPETENCIES

Plagiarism is punishable by law and it is a basic requirement to avoid it during writing the thesis. The chapter explains the concept of plagiarism reasons for which it is useless to plagiarize as well as software that help control works. It is important for students to be aware of which cases we are talking about plagiarism as indeed, when transposing the thoughts of others it is easy to make mistakes the offense can even dominate in your future scientific work or legal consequences may entail. However, the correct citation is not just to avoid the negative consequences because you can ensure your proficiency in the subject and the credibility of your message only with the help of this. Therefore checking your reference practice is not malice, but the assessment of your competence and control of your knowledge.

4.2 CURRICULUM

4.2.1 Plagiarism

The meaning of plagiarism is: „ an intellectual creation which the author copied from another work, and he/she published it under his/her own name".[5]

Some universities have regulations for plagiarism: based on regulations of the University of Szeged

„The case is interpreted as plagiarism where the student uses the intellectual property of others, without recognising, indicating its original source. Whether he/she does this consciously or not consciously, in fact, he/she presents results of others as his/her own intellectual achievements that is abusing intellectual property rights of another person.

According to this cases of plagiarism:

- in the case of a literal quote the author does not indicate its source and does not use quotation marks;
- text paraphrasing that is in the case of not quoting literally, however rewording it in the author's own words and the reference to its source is missing;
- in the case of copying statistical data or graph or illustration there is no reference to the source."[6]

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[5] Dictionary of foreign words

Rules do not apply only for the thesis but also for all electronic and printed material handed in courses.

Plagiarism is a punishable offence. Under the legislation: „According to the current rules an intellectual property forms the legal object to be protected. A punishable offence is the indication of the intellectual creation of others as your own. This behaviour is known as plagiarism in which the perpetrator claims or acts suggesting that a particular product is of his/her intellectual property, even though it is actually created by other (others). Thus, this act is called plagiarism."[7]

Let's see in the practice how to cite correctly to avoid even the suspicion of plagiarism!

If you read an useful citation in one of the literature then – if you write the same words in your work you need to say where you read it, from where you quote the lines. To indicate the source use the corresponding reference system. (In the following chapter a variety of methods for this can be learnt.)

In many cases, you do not take over a citation literally, but you write down a summary of the essence of one or more pages from a work in a few sentences. Even in this case the few pages provided the basis for writing your thoughts should also be indicated. In the reference methods you also find rules for the practical implementation.

In the evaluation of the thesis for most of the institutions it is an important aspect how well the thesis writer knows of the literature on the topic, at what level can he/she sum up results of the scientific literature, highlight their essence, and draw conclusions aligned to his/her own research, determine similarities, differences. In short, the author's ability to implement an own research based on national and international literature.

It implies that an important part of the thesis is the exploration of the literature and presentation of the results. Therefore, when you read some literature, would like to use a quote, a thought, indicate the source, since your own awareness can be mirrored in this way. Similarly, if you are not writing a thesis, but an essay, article there it is also an advantage if you show you were informed about the national and international re-

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[6] Rules on student plagiarism. University of Szeged, Faculty of Arts. [online] [2014.08.07] <http://www2.arts.u-szeged.hu/letoltes/plagiumszabalyzat.pdf >

[7] Zsuzsa Stipta: A plágium büntetőjogi vonatkozásai p. 415. [online] [2014.08.06] <http://www.matarka.hu/koz/ISSN_0866-6032/tomus_30_2_2012/ISSN_0866-6032_tomus_30_2_2012_409-420.pdf>

searches before your own research, you know the work of co-researchers and the findings of previous scholars.

Overall, there is no need for plagiarism. Not just avoid it because it is punishable but because you increase the value of your own work with an indication of the read scientific literature.

4.2.2 Software checking plagiarism

There are software checking plagiarism. Certainly this is not needed for your own work since there you know what was the original thought, but if you deal with the theme you will need to cover the information technology support, too.

It belongs to one of the groups of software checking plagiarism when you give 2-3 concrete writings, and the system reveals the similarities between them.

Another form of controlling plagiarism, when you specify a writing as an input and software compare it to resources available on the Internet, whether there is a similarity between the texts.

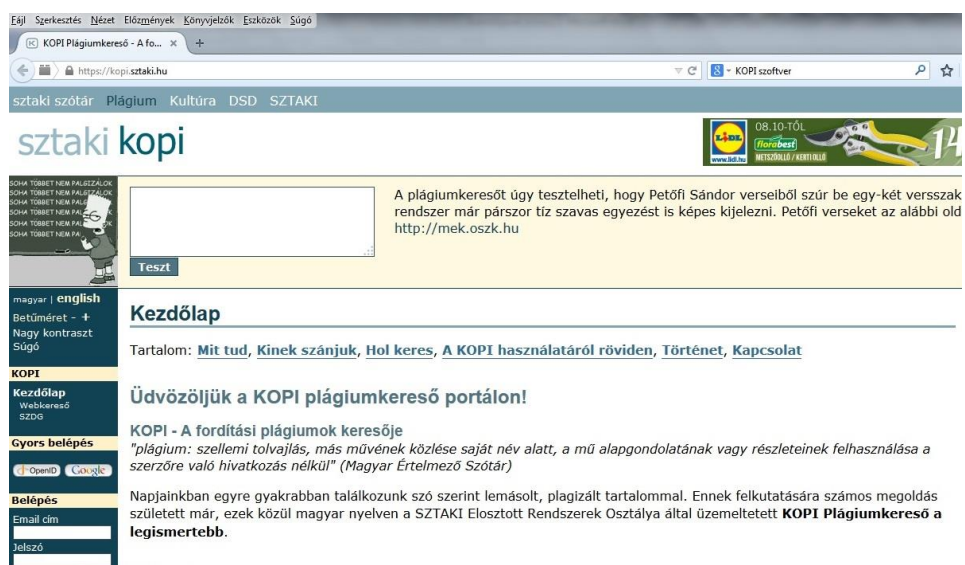In Hungary a free free software for checking plagiarism is the KOPI (https://kopi.sztaki.hu/).

Figure 11: Website of the program KOPI

Functions of the software according to the manufacturer of the:

−   „Monolingual plagiarism search

… users look for the same parts, similarities or even an entire match between their own documents as well as documents uploaded by others. Due to the language-independent algorithms it can be done so in any European language.

- Finding plagiarized translation

   Uniquely in the world our service is also able to find citations and their translation taken from the English and Hungarian wikipedia. KOPI currently supports searching in Hungarian, English, German languages but steadily expanding with additional languages.

- Measurement of the quantity of quotes

   The system is able to measure the volume of quotes in a document if the source is available; the overlap between two documents; as well as the uniqueness of documents in a set of documents.

- Find the original author

   Thanks to the ever-growing database of the system it has the ability to search for the original author, or for works which cite a given author. The system is capable of comparing hundreds of thousands of pages of documents with each other in seconds while up to a paragraph-long match can be shown."[8]

There are a number of English-language software, many of which can be used free of charge. See one of them!

In the free version of the Plagiarism Checker software (http://smallseotools.com/plagiarism-checker/) a text up to 1500 characters can be placed.

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[8] What does it know? [online] [2014.08.07] <https://kopi.sztaki.hu/https://kopi.sztaki.hu/ >
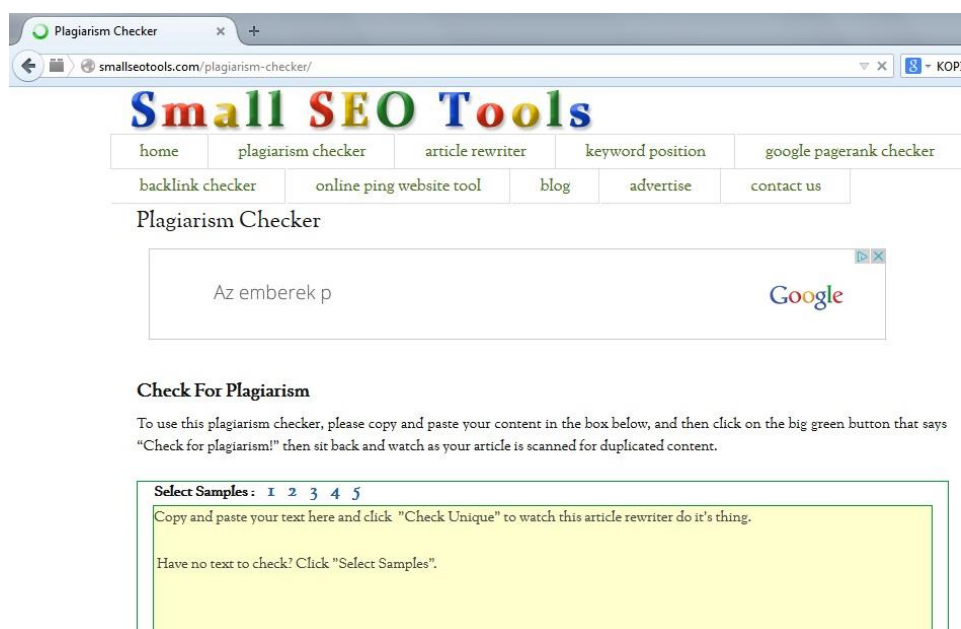
Figure 12: Plagiarism Checker website

You can see in the video that a result is also indicated if a four-word set also occurs elsewhere. It's not necessarily plagiarism! For all results the software leads to any article suspected to be a match so that the match rate becomes verifiable.

Who is more interested in the topic, read the work of András Kiss in which he compares in detail the advantages and disadvantages of three plagiarism software.[9]

4.3 SUMMARY, QUESTIONS

4.3.1 Summary

In the preparation of scientific works the used literature must be refered to because the abandonment of this will lead to the crime of plagiarism. You need to know the concept and cases of plagiarism because with a little care later problems can be avoided.

Software also exist to control plagiarism which can serve as a basis for verifying a work. If you are using one is not a guarantee because the

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[9] *András Károly KISS:A plágiumkereső szoftverek kiskapui. – Pécsi Tudományegyetem, Természettudományi Kar, Pécs.*
http://www.irisro.org/pedagogia2013januar/0407KissAndrasKaroly.pdf

fact that a software has not discovered a plagiarism it does not mean that all the links were shown and vice versa, do not immediately think of crimes if a match is found by the software, you can only encounter a longer technical term, a similar idea.

4.3.2 Self-check questions

1. What is the plagiarism?
2. Is it a criminal act?
3. Where would you inquire about the rules?
4. What plagiarism detection software do you know in Hungarian language?
5. What can a plagiarism control software be used for?
6. What are the disadvantages of a plagiarism checking software?

5. LESSON: REFERENCE SYSTEMS

5.1 OBJECTIVES AND COMPETENCIES

The exact link for sources of the literature is the basic condition of every publication activity whether it is about the student's thesis or a study published in a renowned international journal. With theoretical knowledge acquired about reference making and with a satisfactory knowledge of the individual methods the author can join the national and international circulation of scientific areas. The link itself, as well as the reference systems established during the evolution of sciences also reflect a philosophy: each style is often linked to certain disciplines. Reference problems intertwined with the issue of plagiaris discussed in the previous lesson, learning the basics you can get away from the plagiarism accusations. In this chapter we investigate what questions a correct choice of reference system has to answer and what elements are present, what its role is. An overview of what data can and must be given for each document type. Two basic methods of bibliographical references will also be learnt and the most important similarities and differences will be examined. The goal is to have adequate stimulus for the student to choose at his/her disposal.

5.2 CURRICULUM

5.2.1 The problem of reference

Whether it is about already published or unpublished sources, bibliographical sources quoted in a thesis, essay or a study you always must refer to accurately in all cases. The goal is that the document you've used could undoubtedly be identified and looked back by the reader. The means of it is entering complete and correct bibliographic data of the source.

Provided that the author fails to make the precise identification of the sources, or refers superficially may induce a number of – sometimes arising only after many years – problems. In this sense, the findings will not be credible, results will not be unverifiable; the shadow of plagiarism casts on the professional career not to mention the possible legal consequences.

Therefore, the employed reference system must answer the following three questions clearly:

1. Who is the idea derived from?

2. Where was it published?
3. Where to look it up?

If the issue is approached from a formal point of view traditionally there are two basic methods to speak about. One is the inline, the other is reference in notes. The most important differences between the methods can be detected

− the method and path of the retrieval,
− the sorting mode,
− and the location of available bibliography.[10]

In relation to the bibliography we need to emphasize the information which must be or can be given referring to each source. On the basis of the bibliographic description standards a description can consist of several data groups and data elements. Based on the MSZ-3424 family of standards part of the standard specification is the title and authorship statement whose parts may be the main title, subtitle, and the additional title; their joint task is to express the content of the work. The author of in this respect, the natural or legal person responsible for the content of the work. The release statement will inform you on any re-issuance of the work. The **appearance** data refers to information pertaining to the place of issuance of the work, the name of the publisher or printer and time of the appearance. After the **pagination** of the book (page number, ridge height, etc.) it must be listed which series it appeared in. Bibliographic description may communicate **comments** and **distribution data**. Part of the latter is the identification number of the book ISBDISBD-azonosítója (ISBD: International Standard Book Number – international standard identification number of books), we say ISSN regarding periodical publication. Also in case of periodicals the description is supplemented by the **numerical data**. When entering specific data of electronic documents the KSZ/2 standards shall prevail. Periodicals are currently subject to the standard KSZ/3.

Between the quote and its source in each case there is a connecting element which links the citation to the bibliographic data series. In case of intertextual references this element is the author's name and the year of the appearance of the source/ the number of pages containing the quotation; in the numbering method it is a serial.

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[10] Judit TÓVÁRI: *Hivatkozáskészítés: a bibliográfiai hivatkozás módszerei.* [elektronikus dokumentum] URL: http://old.ektf.hu/~tovarij/hivkesz.htm (letöltés: 2014.10.18.)
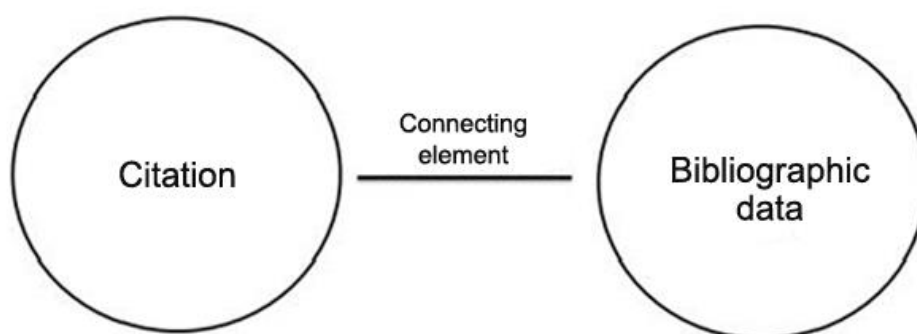
Figure 13: Elements of the bibliographic reference

In the rest of the chapter two methods are also dealt with in more details moving around differences and similarities.

5.2.2 The same goals, different methods

Many versions of the two basic methods exist today, however the presentation of these will take place later.[11] However, in order to understand better the underlying system of criteria it is worth reviewing the most important features based on the following table.

Inline link	Numbering method
− Areas of application: science, psychology, education, etc. − Break the main text. − Management of the archival sources is difficult. − The organising principle is the alphabetical order.	− Areas of application: social science, history, arts etc. − A flexible method in the case of referencing to archival resources. − The main text is not broken by specified line numbers usually put in the upper index. − The sources cited are disclosed in footnotes or endnotes. − Sorting of sources is on based line numbers.

Figure 14: Features of the intertextual references and those of the numbering method

Traditions of the relevant disciplines, specific characteristics of the sources involved in the research and the practice of the host document (book, magazine, etc.) can be decisive items in choosing the method.

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[11] Seel lessons 6-9.

Either of them you choose requirements of the uniformity or accuracy must be met. In the next chapters of the textbook examples can be found for each method, through which the most important rules for document types are exposed.

5.3 SUMMARY, QUESTIONS

5.3.1 Summary

In order to meet the authenticity and traceability requirements as well as to avoid the accusation of plagiarism the knowledge of the reference methods is an essential. You can quote literally or summarising the content of the message if not your own our thoughts or your results are given the source of those must be indicated to the reader. The two basic methods are references inline and in the footnotes, the choice of the appropriate method also depends on the topic, the science area, or on the communication practice of the given collection of essays/journal.

The specific characteristics and set of rules should be considered in each case.

5.3.2 Self-check questions

1. What is the purpose of the reference?
2. What are the elements of bibliographic references?
3. What data can be specified in the bibliography?
4. What might be the consequences of an inaccurate reference?
5. What are the fundamental methods of bibliographic reference?
6. What are the characteristics of the two approaches?

6. LESSON: HARVARD-METHOD

6.1 OBJECTIVES AND COMPETENCIES

With the knowledge of the most important rules of the Harvard method the reader can be immersed in features of a reference system also used in the publication of contemporary scientific studies. Related to all the described methods it can be said that the goal is not to follow a particular system rigidly from punctuation mark to punctuation mark but the acquisition of the approach and the representation of a standard form. First historical antecedents related to the development of the Harvard-style are described and then a brief summary of the general regularities that allowed the system to become popular and widespread. Data are listed in the case of the presented types of sources which in any event must be listed in the bibliography in order to clearly identify the source.

The method is often presented through examples of the quoted types of sources considering that for styles used regularly a comprehensive guide is available for the creator of scientific work. Although on the surface of the larger, international literature databases and on websites specialised in it already have the option of generating[12] links automatically you may want to master these skills.

6.2 CURRICULUM

6.2.1 An overview of the Harvard method

The method is aptly also called ''name-year method''. The description already shows that in this case based of the reference will be the author's name and the year of the appearance of the quoted source. These two data connect the literally or summarily cited thought to the bibliographic data[13] of the work. The origin of the ''name-year method'' can be attributed to a study written by Edward Laurens who was a Professor of Anatomy and Director of the Zoological laboratory at harvard University. In 1881, Mark wrote a paper on the embriogenesis of the garden snail on one side of which introduced the parenthetical ''name-year'' citation. This is the first example of this type of link. Until then links appeared in inconsistent styles and in footnotes and in the text and a number of symbols were allocated to them, such as a star or a cross. According to an edito-

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[12] See lesson 10.

[13] Judit TÓVÁRI. *Hivatkozáskészítés: a bibliográfiai hivatkozás módszerei.* [elektronikus dokumentum] URL: http://old.ektf.hu/~tovarij/hivkesz.htm (letöltés: 2014.10.18.)

rial note in the British Medical Journal in 1945 there was an unconfirmed anecdote that the term Harvard-System came from an English visitor visiting the Harvard University library who was fascinated by this style of citation and returning to England, he only hinted to it in this way. Although it is derived from the science of biology, it is now more frequent in the human sciences, history and social sciences. Some scientific journals also prefer it such as the the important biological journal, the Cell.[14]

There are no regulations at Harvard how to use **capital letters** concerning authors's names, in the list of references. If you want to use capital letters do so only for the authors' last name and just in the list of sources not in the text. Always be consistent in using the style! Write only the title of the source of information in **italic letters** or **underline** it but a method must be selected and you must stick to. Do not use italic letters and underline at the same time. There is not a unified style at Harvard for **punctuation** so according to accepted standards (BS ISO 690:2010) be consistent about the punctuation style you use. In order to record the research results and references accurately it is important to put down the data of sources while you are carrying out your research. While taking notes use a separate page for each book, journal articles and electronic sources. On top of each page clearly write down the following information for future use!

In the case of books:

−   Author's or editor's name
−   Year of publication
−   Title of the book
−   Release indication if not the first edition was used
−   The city where the book was published
−   Publisher

In the case of journal articles:

−   Author's or authors' name (s)
−   Year of publication
−   Title of article
−   Title of journal
−   Page numbers of the article in the journal

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[14] CHERNIN, *Eli: The Harvard system, A mystery dispelled* [elektronikus dokumentum]. In: http://www.uefap.com/writing/referenc/harvard.pdf (letöltés: 2014. 12.29.)

- As much as possible ''other information'' about the journal

   In the case of electronic sources:

- Date of access
- Way of access (location of access)
- Type of electronic source (email, discussion forums, website etc.)[15]

6.2.2 Rules of the Harvard method with examples

In the case of books

In the text:

Certainly these results has already been described (Richter, 1989)…

In the bibiliography:

Richter, D. (1989) *Ingenieur- Und Hydrogeologie.* Berlin: de Gruyter, p. 25.

Figure 15: Reference by Harvard-method in the case of books

You can see therefore that the name of the author and the title of the work of the quoted thought must be specified as an inline reference in parentheses while the exact location of the source and citation seem to occur in the bibliography.

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[15] *Harvard referencing quick guide [*elektronic document]. In: http://www. staffs.ac.uk/ass ets/harvard_quick_guide_tcm44-47797.pdf (letöltés: 2014. 12. 30.)

In the case of journal articles

In the text:

(Lammi és Becker, 2013)

In the bibliography:

Lammi, M. and Becker, K. (2013). Engineering Design Thinking. *Journal of Technology Education*, 24(2), pp. 70-72.

Figure 16: Reference by Harvard-method in the case of papers

In the case of journal articles the copyright remains in alphabetical order, the title of the journal and its numbering data are added to bibliographic data series learnt in the case of books. In the example, there are two authors of the article and in this case, both names must appear in both the inline reference and in the bibliography. If there are more than three authors, however, only the first must be put down followed by the expression (the acronym et al stands for– and others).

In the case of websites

In the text:

(Farkas, 2010)

In the bibliography:

Farkas I. (2010). *A napenergia hasznosításának hazai lehetőségei*. [online] Magyar Tudomány. Available at: http://www.matud.iif.hu/2010/08/05.htm. [Accessed 5 Jan. 2015].

Figure 17: Reference by Harvard-method in the case of websites

Today often quoted electronic documents are indispensable sources at some areas of science the reference to them is still difficult since data are released incompletely on some websites. The link to the location of the document should be added to the usual data in all cases and – based on the ephemeral nature – the date of download/view/access.

As a summary the most important criteria of the Harvard-system are available here arranged in a table:

Harvard-method
− Intertextual reference method
− If you use reference in the text, the name of the author and the year of publication must be given while data of the source appear in the bibliography (for example: Lammi and Becker, 2013)
− The scope of it originally was biology but now it is history, a wide range of social and human sciences
− It is also called „name-year mehtod"
− Edward Laurens Mark applied it for the first time in 1881
− For the use of capital letters and its centralisation there are no direct requirements
− Title of the source is written in italics, or it is underlined

Figure 18: Attributes of the Harvard-method

6.3 SUMMARY, QUESTIONS

6.3.1 Summary

In this chapter the Harvard-method could be leart which is one of the most typical style of the inline link. The historical background was reviewed and then summarisingly we mentioned general features of the style and in particular the scope of capital letters, italicising and punctuation marks. We also mentioned what types of documents should be recorded while processing the source in the case of certain types of documents such that the preparation of an accurate reference or the construction of a bibliography should not cause problems in the future. Using examples of books, journal articles and web sites we pointed out the most important rules, providing more help to the reader. If the student chooses to use the Harvard-system, take into account the scope of the application of the method! You can save time and effort if you do not work in a reference system unusual in the practice of a particular sci-

ence. The historical overview and knowledge of general rules also helps in this.

6.3.2   Self-check questions

1. Which fundamental group of reference methods does the Harvard-method belong to?
2. What do you know about the historical background of the Harvard-method?
3. What general rules characterise the style?
4. In what discipline would you use this system?
5. Which two figures connect a citation to the bibliographical data of the source data?
6. What to do in the case of more than three authors?
7. What important data are added to a website description in the bibliography?

7. LESSON: APA METHOD

7.1 OBJECTIVES AND COMPETENCIES

Learning the APA method you get closer to understand a widely used reference system which is related to the previously known Harvard-method, however, several differences between them can also be discovered. However, care must be taken to these small details, as their precise application creates the consistency of the system within a given scientific work. Their recognition offers a new perspective at the same time. In this chapter, a brief historical overview of the method related to the American Psychological Association cannot be missed then you can familiarise with parts of a scientific work written in APA style (cover, abstract, main text, references and bibliography). The two latter are also covered in detail: the most important regularities are reviewed in the discussion of links then through examples they are demonstrated. The issue of the bibliography related to the thesis is summarised in four points so maybe you find out what you need to pay attention to when using the APA format.

7.2 CURRICULUM

7.2.1 An overview of the APA method [16]

The APA style (the acronym stands for American Psychological Association) is an inline reference method numbering and footnotes are not used when applying it. Sources are listed in two places: in the body of the text itself and at the end of the document in the reference or bibliography list. The APA format is the official style of the American Psychological Association and is often used in references of psychological, educational and social sciences sources. The APA style can be traced back to a study published in 1929 which laid the foundations and it was ublished by the journal entitled Psychological Bulletin. These rules were then expanded the APA publication manual.

If you have not previously studied in a psychology or social science course then you are probably used to rules of a different style, for example MLA- or the Chicago style. First-year college students are often surprised to be told that after years of beating their heads in a different for-

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[16] Source of the description and further information about: *General rules for APA format* [elektronikus dokumentum]. In: http://psychology.about.com/od/apastyle/a/apageneral.htm (letöltés: 2015. 01. 02.)

mat, many university-level courses require APA style instead. This is a difficult transition, especially if the different styles must be alternated between the courses. Understanding the basics and learning some main sources makes it easier to learn this new format. A scientific work written in APA style has four main parts: the cover, abstract, the main text and references. The **front page** must contain a header, title, author's name and institution.

The **extract** is a brief summary of the study which follows the front page. According to the APA format an extract should not be longer than 150-250 words although it may vary according to the specific publication or to the teaching requirement. In the case of an essay the **main text** of the study contains the essay itself. The main text can be broken down into sections; four main parts of it are the introduction, methods, results and summary.

The **reference** part of the study includes a list of all sources that are used in the study. In case of **links within the text** the author's name, is used followed by the date of publication. For example, if you want to cite the book entitled *Interpretation of dreams* by Sigmund Freud use the following format: (Freud, 1900). For more information about the source should be displayed in the references in this regard, the following should be taken:

-   The list of references should start on a new page. Title "References" can be given to the new page and place the title of the text on top of the page, in the middle.
-   All entries should be included in alphabetical order**.**
-   **The first line of references should meet the left hand margin**. Each following row should be idented (usually it can be done by the tab key).
-   While earlier versions of the APA format require one space after each sentence, the imposition of the new Sixth Edition offers two spaces.
-   The reference section should be written with **double line spacing**.
-   All the sources cited should be displayed **in the text and on the page of references**. For any source that appears in the text of the report or article a reference should be made; and any item that is displayed on the page of references should appear even somewhere in the text.
-   The title of books, journals, magazines and newspapers should be in bold italics.

If you struggle with the APA format or you are looking for ways to collect and organise sources while you are carrying out your research please consider using a free APA generator. These online tools can help in generating references of APA style, however, for the sake of accuracy never forget to check them all!

Also, an alternative of this can be the purchase of the American Psychological Association Publication Manual. Although the APA format may seem complex it becomes easier to understand, if you get to know the rules and the format itself. We also need to mention the most important expectations regarding the **bibliography**.

Bibliography is similar to the reference section but there are important differences. While the reference section includes all sources that have been used in the study the bibliography may contain sources the use of which is contemplated, but ultimately ignored because it was considered irrelevant or obsolete. To write an APA formatted bibliography you need to do the following:

1. Start your bibliography on a new page

The bibliography which we are working with has to be separated from the rest of the study. Start it on a new page with the word ''Bibliography'' on top part, in the middle of the page.

2. Collect your sources

Cllect all the sources which can be used in your study. Even though you may not use them all a complete list later facilitates the preparation of the reference section.

3. Create an APA reference to each source

Sources are listed in alphabetical order according to the author's last name and using double line spacing. The first line of each source should be left closed, while every other row positioned a few spaces right (identing).

4. Create annotation for each source

Generally, the bibliography only contains information about the sources, but in some cases you may choose to write a bibliography with annotations. The annotation is a summary or assessment of the source. While you are reading a specific source make a short approximately 150-word summary which describes the information, the reliability assess-

ment, and how it relates to the topic. This step will help not only to decide finally which sources you used in your study but your instructor may require it as part of the task in order to assess your thinking process, and how we understand the issue.

One of the main reasons for writing a bibliography of APA format is to make the research and the publication process easier. If there is no comprehensive list of all the references, you might find yourself searching where you found some information that you had included in your study. Although writing an annotated bibliography is not necessarily part of the required task it can be a very important step.

The writing process of an annotation will help you in learning more about your topic, deeper understanding your subject and improving the assessment different sources of information.

7.2.2 Rules of the APA method with examples

In the case of books

In the text:

(Richter, 1989, p. 25.)

In the bibiliography:

Richter, D. (1989). *Ingenieur- und Hydrogeologie.* Berlin: De Gruyter.

Figure 19: Reference with APA method in the case of books

Considering books it is definitely a difference to the Harvard method that in the APA system already in inline references you must specify the exact page number or interval where the quote comes from. In the bibliography standard bibliographic data of the book are given in addition to the author and the year of release of the work the title of the book and publishing information in the above order.

In the case of journal articles

In the text:

This result has long been known (Lammi et al., 2013, 70. o.)…

In the bibiliography:

Lammi, M., and Becker, K. (2013). Engineering Design Thinking. *Journal of Technology Education,* 24(2), *55-77.*

Figure 20: Reference with APA method in the case of journal articles

Another important difference is that in the APA method even in the case of two authors, only the first one should be mentioned if there is a reference in the text in addition to the term et al. known from the Harvard-system.

In the bibliography details of the numbering of the journal as well as the range of pages on which the text of the article can be found are still given.

In the case of websites

In the text:

(Farkas, 2010.)

In the bibiliography

Farkas I. (2010). *A napenergia hasznosításának hazai lehetőségei.* Retrieved January 5, 2015, from http://www.matud.iif.hu/2010/08/05.htm

---

Figure 21: Reference with APA method in the case of websites

Two methods presented do not differ significantly from each other when referring to websites. The link of an electronic source and the preview date are still important elements, the base of the reference even in this document type is also the author's (last) name and the date of publication.

Summarising:

APA method
− Intertextual reference method
− In the case of a reference within the text the page number is added to the author's name and year of publication: (Richter, 1989, 25. o.)
− Any more information about sources must be entered in the bibliography.
− It can be related to the American Psychological Association (APA)
− The scope of its application: psychology, social sciences
− Its antecedent is a study in 1929 in the journal entitled Psychological Bulletin

Figure 22: Attributes of the APA method

7.3 SUMMARY, QUESTIONS

7.3.1 Summary

The APA method is much like the Harvard-system but in some details is different from it. Recognising these the APA format is also easy to learn and (mainly due to its prevalency) an useful knowledge since with its application a clear reference system can be set up either for a thesis or for a scientific paper. However, to this end we needed to spend a long time studying formal requirements of a thesis without knowledge of which the reference section is difficult to understand. An overview of rules of writing bibliographies is also an important element of the proper use of APA method. In the decision that is, which system the student should choose knowledge of the historical background and learning to use general and specific rules also help.

7.3.2 Self-check questions

1. What are the general characteristics of an APA system?
2. Which association is connected to the development of the system?
3. What are the main parts of an essay in an APA format?
4. What should you pay attention in the preparation of bibliographies?

5. Which data must be entered in inline references?
6. What are the main differences compared to the Harvard-system?
7. What are the similarities?
8. If there are two authors which author's name must be included?

8. LESSON: MLA METHOD

8.1 OBJECTIVES AND COMPETENCIES

Besides the previously described two styles several methods exist in the practice of bibliographical references which are primarily accepted in the human and social sciences as well as art-related publications. In the light of the foregoing the acquisition of MLA method requires a change of perspective.

We want to establish this switch by introducing the American Association of the Modern Languages Research and the related spheres of activity. After the short, general overview through the examples of books, articles and websites (electronic documents) you get to know the style. The goal is that students recognise what the most important differences are compared to the two previous reference systems, while pointing out the undeniable similarities too.

8.2 CURRICULUM

8.2.1 An overview of the MLA method

The style MLA (the acronym stands for: Modern Language Association of America) is a numbering method characterised by using foot and endnotes. Numbers given in parentheses in the text or (and today, it is more common) superscript numbers indicate the footnotes the explanation of which is given at the bottom of the page in a footnote or at the end of the text in an endnote.[17] Its persistence is owed to traditions as the MLA was founded in 1883 so it is one of the most important organisation with more than 100 years of research in linguistics and literature.

− In 100 countries, it has nearly 28.000 members.
− Maintain programs supporting teaching in English or other languages.
− Annual conferences and smaller seminars throughout the country.
− MLA International Bibliography Online also available online is the only comprehensive language and literature bibliography.
− It leads a significant publishing program.
− Four important periodic publications of it are: *ADE Bulletin, ADFL Bulletin, Profession* and *PMLA.*

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[17] *Academic Writing. Reference. Az MLA style of reference.* In: URL http://emc.elte.hu/ac adwr/jegy.html (letöltés: 2015.01.04.)

- Its scientific community plattform is *MLA Commons.*
- It sends a quarterly newsletter with news, deadlines.
- With its 137 departments and a group it covers the special scientific and educational activities of the members.
- Activities of the association and publications are overseen by 45 committees.

8.2.2   Rules of the MLA method with examples

In the case of books

In a footnote:

[1]Richter, Dieter. *Ingenieur- Und Hydrogeologie.* (Berlin: De Gruyter, 1989): 25.

In the bibliography:

Richter, Dieter. *Ingenieur- Und Hydrogeologie.* Berlin: De Gruyter, 1989.

Figure 23: Reference with the MLA method in the case of books

At the first occurrence of the cited work bibliographic all relevant bibliographic data should be communicated in the footnote with the proviso that only the page or interval shall be shown, from which the quote is from. Further occurrences (in the case of the other document types too) the short form can be used, here: Richter: 33. In the bibliography compared to the past it definitely makes a difference that the date of release should not be emphasized in the description next to the author's name.

In the case of journal articles

> **In a footnote**:
>
> [2]Lammi, Matthew, and Kurt Becker. "Engineering Design Thinking." *Journal of Technology Education* 24.2 (2013): 70.
>
> **In the bibliography:**
>
> Lammi, Matthew, and Kurt Becker. "Engineering Design Thinking." *Journal of Technology Education* 24.2, 2013: 55-77.

Figure 24: Reference with MLA method in the case of journal articles

In journals citations it is also valid that in the footnote the exact location of the quote should be indicated while in the bibliography the page range completely covering the scope of the article. In the bibliography of the MLA system brackets used in reference are missing bibliographic data series is complemented by the numerical data of the journal.

In the case of websites

> **In a footnote:**
>
> [3]Farkas István. "A napenergia hasznosításának hazai lehetőségei." (2004) *Http://www.matud.iif.hu/2010/08/05.htm*. 5 Jan. 2015.
>
> **In the bibliography:**
>
> Farkas István. "A napenergia hasznosításának hazai lehetőségei." 2004. *Http://www.matud.iif.hu/2010/08/05.htm*. 5 Jan. 2015.

Figure 25: Reference with MLA method in the case of websites

In the case of websites – apart from differences in the order and form characterising the method – there is no significant differences compared to previous methods; the access criteria are also valid for the MLA method.

Summing up the current knowledge:

MLA method
− Numbering method
− Its most important feature is footnotes and endnotes are used
− Its holder is the Modern Language Association of America (MLA)
− After a thought built-in the paper a number is inserted usually into the index, usually super-script
− in a footnote first the full set of data related to the source is entered A lábjegyzetben először a forrásra vonatkozó teljes adatsort adjuk meg, However, the same source can be shortened in case of repetition
− parentheses used in a footnote are missing in the bibliograhpy

Figure 26: MLA method criteria

8.3 SUMMARY, QUESTIONS

8.3.1 Summary

The method described in the chapter is popular among the humanities thanks to the creators who work in the American Association of the Modern Languages Research. With the presentation of opportunities offered by the organisation we had a double goal: on the one hand we wanted to paint the milieu in which the MLA style has won its current form, and for those interested, we wanted to provide a detailed overview of the activities of MLA.

Unlike the other methods mentioned earlier the MLA method uses numbering and footnotes as a means of literature reference. The approach compared to the Harvard and APAsystem is different: it attempts to build the apparatus without breaking the main text which at certain areas of the social science can specifically be beneficial.

8.3.2 Self-check questions

1. What do you know about the MLA as an association?
2. Which discipline can be related to the creation of the MLA format?

3. What basic differences do you see compared to the already knonwn reference methods?
4. What kind of notes ycan be used in the MLA method?
5. When can you use abbreviated footnotes?
6. What information must be provided at this time?

9. LESSON: CHICAGO METHOD

9.1 OBJECTIVES AND COMPETENCIES

In addition to the MLA system the Chicago style is very widespread which is further added to previous knowledge gained from numbering methods. The purpose of the lesson is to offer alternatives for the reader to see in front of him/her when he/she may integrate sources into his/her thesis or into his/her other scientific work with difficulties by acquiring now the fourth reference method.

The curriculum in this chapter follows the familiar structure that is: after a short overview it will attempt to outline general characteristics of this style notwithstanding the issues of typographic design, too. After the examples related to the most common three document types essential elements are summarised in a clear table form.

9.2 CURRICULUM

9.2.1 An overview of the Chicago method

Chicago is the style used by a wide range of researchers. Because we can talk about a mature system that is flexible for those specific types of sources (I am thinking here mainly of archival sources) which could be indicated in inline references with difficulties in scientific works. Usually footnotes are used in which bibliographic and material references may be mixed with each other. The Chicago-style that is also called arts style is places references at the bottom of the page or at the end of the essay. Although the release of the *Chicago Manual of Style 16* in 2010 also gives guidance to parenthetical references, the Chicago or Turabian style is mostly known from its note system which is often used for references in historical science and art works. With regard to references wheteher to use a footnote or a bracketed version the supervisor's opinion can be authoritative.

Footnotes are at the bottom of the page separated from the main text with a line. Some of the supervisors may also request that the notes should be placed after the body text and the appendices with the title "Notes". For indicating sources a number (there is never a point following the number) is inserted in a superscript after the referenced text. In the note the same number is used but you do not have to put it in a superscript. Notes are mono line spaced, the first lines are usually 5 spaces from the left margin. Double line spacing is applied between each of the notes. If there are several references within a paragraph from the same

author then it is allowed to use a single number following the last refer-ence of the paragraph and the source should be included summarised. In the indication of the page numbers there is no need for different abbrevi-ations of the word "page". When a work is referred to for the first time the series of data must be as complete as possible (author, title, edition, pub-lisher, page etc.)[18]

9.2.2   Rules of the Chicago method with examples

In the case of books

In a footnote:

[1]Richter, Dieter. *Ingenieur- und Hydrogeologie.* Berlin: De Gruyter, 1989. 500-505.

In a shorter form:

Richter 510.

In the bibliography:

Richter, Dieter. *Ingenieur- und Hydrogeologie.* Berlin: De Gruyter, 1989. 605 p.

Figure 27: Reference with Chicago method in the case of books

If the source is a book, in the footnote next to the name of the author, the title of the work and release information are need to enter and the pages from which the quoted idea comes from. When using a reference to other pages of a book feel free to use the abbreviated form however, in the bibliography it is lucky to specify the scope of the book (that is, how many pages the book has).   Formally each of the data elements corre-spond to the description in figure 24.

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[18] *A Guide to Chicago or Turabian Documentation Style [*electronic document]. In: http://writing.wisc.edu/Handbook/PDF/chicago_turabian_uwmadison_writingcenter_june2013.pdf (downloaded: 2015. 01. 05.)

In the case of journal articles

In a footnote:

[2]Lammi, Matthew, and Kurt Becker. "Engineering Design Thinking." *Journal of Technology Education* 24, no. 2 (2013): 70.

In a shorter form:

Lammi és Becker 70.

In the bibliography:

Lammi, Matthew, and Kurt Becker. "Engineering Design Thinking." *Journal of Technology Education* 24, no. 2 (2013): 55-77.

Figure 28: Reference with Chicago method in the case of journal articles

In the journal article referencing we can also see that – in terms of philosophy – there is not a substantive difference between Chicago and MLA method; even the order of data is almost identical. However it is worth observing that in this system the journal title must be written in cursive. I refer back to an earlier comment here that sometimes only a consistent use of symbols used in the description selects from the methods therefore the uniformity requirement is always worth keeping in mind. Sites have to be considered in this spirit and this, however, can no longer surprise us:

> **In a footnote:**
>
> [3]Farkas István. "A napenergia hasznosításának hazai lehetőségei." Magyar Tudomány. 2010. Accessed January 5, 2015. http://www.matud.iif.hu/2010/08/05.htm.
>
> **In a shorter form:**
>
> Farkas 2010.
>
> **In the bibliography:**
>
> Farkas, István. "A napenergia hasznosításának hazai lehetőségei." Magyar Tudomány. 2010. Accessed January 5, 2015. http://www.matud.iif.hu/2010/08/05.htm.

Figure 29: Reference with Chicago method in the case of websites

Summarising:

Chicago method
-   Numbering method
−   It usually uses footnotes
−   It is also called ''Arts style''
−   Allows flexible management of sources (e.g. sources in the archives)
−   In footnotes material and bibliographic references may be mixed with each other
−   Different abbreviations for the word ''page'' should not be given in the footnote, the abbreviated form is allowed after the second occurrence
−   Application areas are: humanities, history, arts

Figure 30: Chicago method criteria

9.3 SUMMARY, QUESTIONS

9.3.1 Summary

So last we could get acquainted with the Chicago method the prevalency of which is due to its flexibility and it is highly popular in disciplines

with a historical topic. Since we have enough information now of the variety of styles of references we can say that first of all you should choose the one that best fits the framework of the thesis.

9.3.2 Self-check questions

1. In which disciplines is Chicago Style popular?
2. Why is it also called "arts style"?
3. When is it worth entering size information?
4. What differences can be observed in relation to the MLA method?
5. Which style would you choose for your thesis and why?

10.   LESSON: IT SUPPORT FOR REFERENCES

10.1 OBJECTIVES AND COMPETENCIES

In the chapter you can get to know generating functions, webpages which help to create references described in the previous chapters. A system managing the Microsoft Word software references is introduced the application of which you can easily be able to switch between the display of different reference styles.

10.2 CURRICULUM

10.2.1 Generating websites

There are several websites that receive the ISBN number of the work or a link, and a description of the underlying sources is returned in search results.

See some!

HARVARD generator

The application available on the website http://www.harvardgenerator.com/ returns the description of the work belonging to the entered ISBN number online.

You get back results on the basis of the Harvard reference:
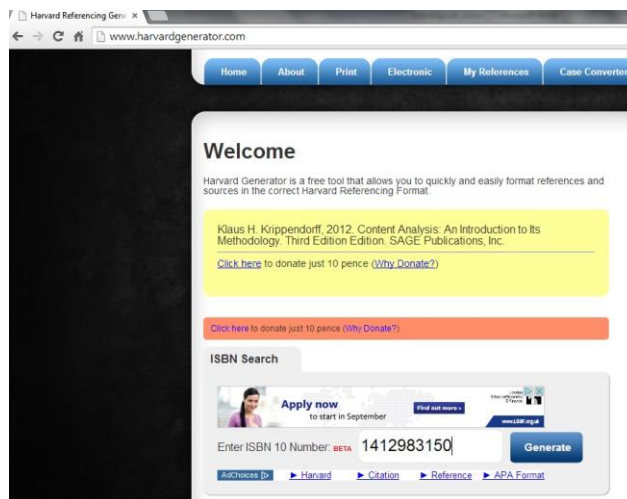
Figure 31: Generation of the Harvard style based on the ISBN number

You can give an URL as input:

Figure 32: Generation of the Harvard style by URL

the system is available in a beta version, unfortunately, it does not recognise several existing ISBN numbers.

Figure 33: Generation errors of the Harvard-style

Furthermore, management of the character set is also problematic for example giving the website of the Eszterházy Károly College as an input the result does not display accented characters.

Figure 34: Generation errors of the Harvard style

APA-style generator

To produce the APA style the website
http://apareferencing.ukessays.com/ can be used as a generator, you must select from the list if you want to refer to a

- book
- Book chapter
- Journal article
- website
- or e-mail.

Figure 35: Options of the APA style generator

Choosing the type of the source details of the work should be given. In the case of a book:

- name of the author
- title of the book
- year of publication
- place of publication
- the publisher
- or the number of editions of work you want to refer to.

APA Format Citation Generator

Figure 36: APA-style generator – in the case of books

As a result you obtain the following copyable reference description:

„Klauss Krippendorff, (2013). *Content Analysis: An Introduction to Its Methodology*. 3rd ed. Thousand Oaks: SAGE Publications. "

The author, title and publication details must be given in each case, the system even requires it where a reference is made to a website.

General generator

There are pages that can generate more than one form of description for reference styles.

Such a page is for example http://www.citationmachine.net/, where sources can be generated for

- APA
- MLA
- Chicago
- Turabian styles.

The page asks for the data entry in an unique way, as a description can be asked in:

- book
- magazine
- newspaper

- − website
- − journal
- − film
- − and other categories.

Figure 37: Interface of the citationmachine. net generator

The data entry interface can be used very well. You can request the manual data entry where you enter the data one by one (in more detail than in the case of systems described so far for example first name, last name separately etc.), or you can request the system to search for the availability of work. For example, if you specify the name and the address of the book of an author: „Klaus Krippendorff Content Analysis: An Intro- duction to Its Methodology", then as a result it offers all available edition of the author's work and and you just need to select which edition you thought of.

Figure 38: Search interface of citationmachine.net generator

As a search result in the APA style the following result is obtained:
    „Krippendorff, K. (2013). Content Analysis - 3rd Edition: An Introduction to Its Methodology. Thousand Oaks: SAGE Publications."
A difference can be seen in the final description. It does not print out the author's first name, the title is not in italics, and the release information is between the title and the subtitle. The APA generator gives an accurate, standard description while the general generator can be used only as a rough guide.

Bibme

The http://www.bibme.org/ is a general generator. From reference methods it assists in the production of:

− MLA
− APA
− Chicago
− Turabian styles.

The structure is very similar to the page Citationmachine.net, here also the following categories can be chosen from:

− book
− magazine
− newspaper
− website

- journal
- film
- and other.

In order to the comparability of results the previous example is going to be deduced in APA style. The individual data enty interface is well-organised and easy to use:

Figure 39: Input surface of the Bibme

On the website Bibme.org you also have the opportunity to be searching for the author's works and to select the copy from the list you need:
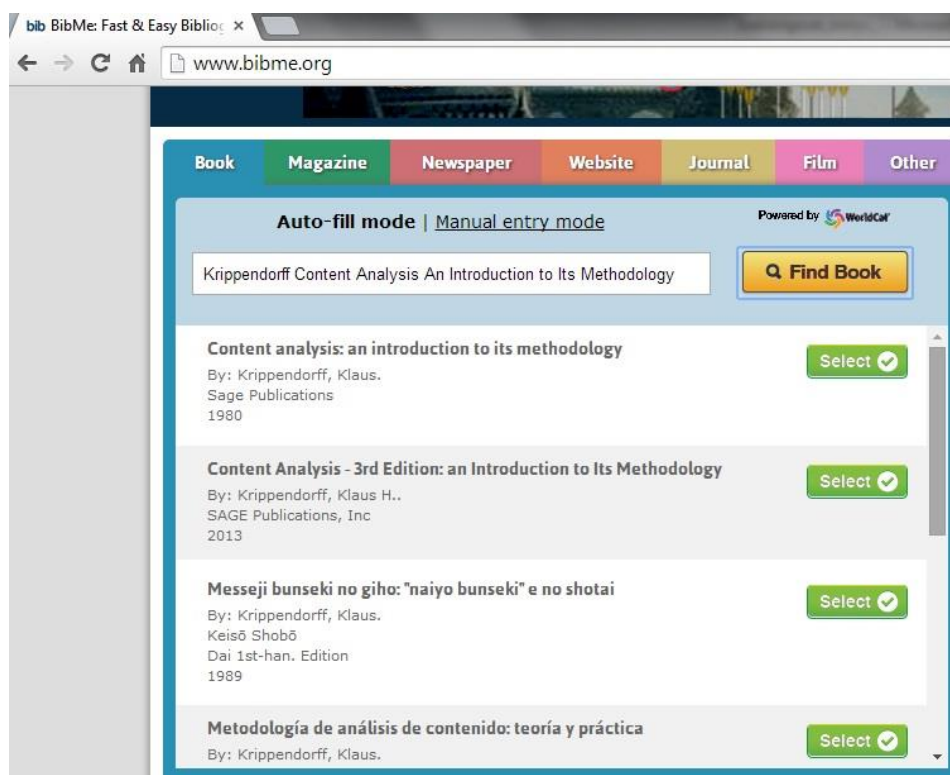
Figure 40: Auto-fill surface of the Bibme. org

After selecting the search result the website takes you over to the manual data filling surface where each line of data already appears filled in but there is the chance to change the values if you want to.

The search result is displayed in a small window on the right side of the website.

Figure 41: APA style reference at the site Bibme.org

The result is completely the same as the one on the site Citationma-chine.net:

Krippendorff, K. (2013). *Content Analysis - 3rd Edition: an Introduction to Its Methodology*. Thousand Oaks: SAGE Publications, Inc.

In the system you can easily switch between the reference methods: just select a different kind of style from the list above of and the result is immediately updated. For example in Chicago style:

„Krippendorff, Klaus. *Content Analysis - 3rd Edition: an Introduction to Its Methodology*. Thousand Oaks: SAGE Publications, Inc, 2013."

Other generators

Without attempting to be comprehensive here are a few more of gen-erating sites that can describe sourcdes in several styles:

www.citefast.com
www.easybib.com
www.workscited4u.com
www.eturabian.com
unimelb.libguides.com

Microsoft Word

An automatic reference generation first appeared in 2007 version of the Microsoft Word software. Since then it is availabel in all version so you should get to know its possibilities and convert to use it instead of the previous method of ''inserting a footnote''.

It can handle a wider range of reference styles than generators has been shown, in fact in the case of most of styles you can choose from various editions of the reference method! A Microsoft Word handles

−   fifth edition of APA

- − sixth edition of APA
- − Chicago 15th edition
- − DB7714 2005
- − GOSZT – Sorting by title
- − GOSZT – Sorting byname
- − Harvard – England 2008
- − IEEE 2006
- − ISO 690 – First data element and date
- − ISO 690 – Numerical reference
- − MLA – sixth edition
- − MLA seventh edition
- − SIST02
- − Turabian – sixth edition.

Let's look at the operation of it!

Microsoft Word References menu must be used. First select the command ''entering a new source" at the command ''insert a quote" and then enter details of the work!
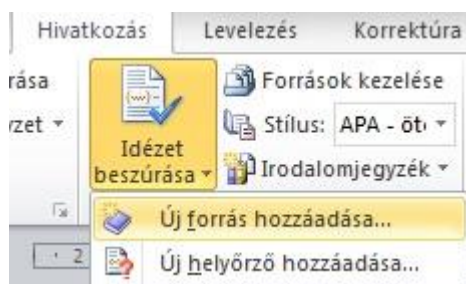
Figure 42: Inserting a quote

In the case of adding a new source you must select the document type which can be:

- − Book
- − Book excerpt
- − Folyóiratcikk
- − Aarticle
- − Conference proceedings
- − Report

- Website
- A specific document of a site
- Art gallery
- Sound-recording
- Presentation
- Film
- Interview
- Patent
- Legal case
- Other

In the case of adding a book you should give:
- Name of the author
- Title
- Year
- Place of publication
- Relase information.

Figure 43: Entering a book source

You get further help to edit the author's name where in the case of specifying the first name and the last name in a separate row the system adjusts the display of the name.

Figure 44: Entering an author

Insert the author's name makes your work easier unless you want to give the work of a Hungarian author as a source, as in an automatic name format the software always puts a comma at the end of the last name, however, in the case of the Hungarian names there is not any changes in the order that should be indicated with a comma.

Let's look at an example!

Figure 45: Entering a book as a source

Basic data can be completed with additional fields if the switch display all bibliography fields is chosen.

If you entered the file then in the text a reference to the source will be displayed according to the selected style.
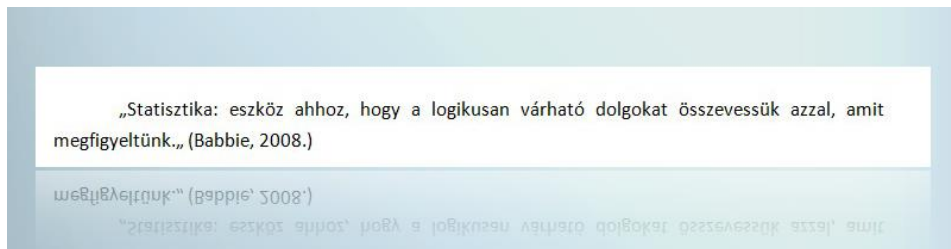
Figure 46: Display of the source in APA style

At any time after the display with a single click you can switch to an-other method, such as MLA and reconfigure style and for example you can change to a MLA style:
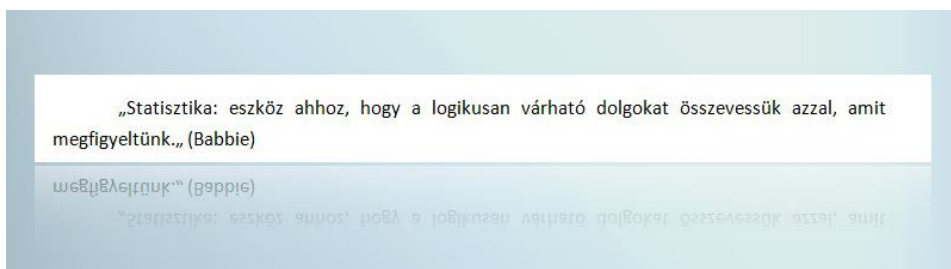
Figure 47: Display of the source in MLA style

Also to change the style the reference menu must be used where the current style is displayed and from its drop-down menu the following offer can be navigated to:
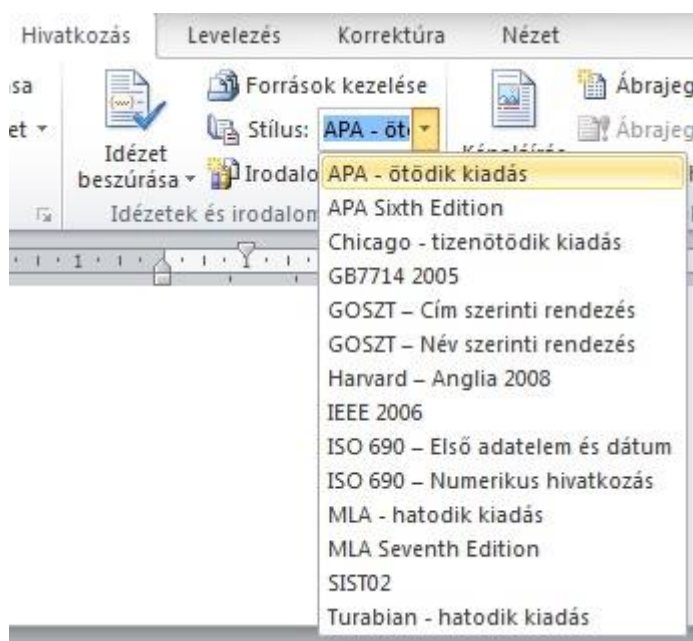
Figure 48: Reference styles in Microsoft Word software

The page number can be specified for the entered sources per refer-ence and to do this, select the drop-down menu displayed at the end of the source field or click on the source with the right-hand button on the mouse.
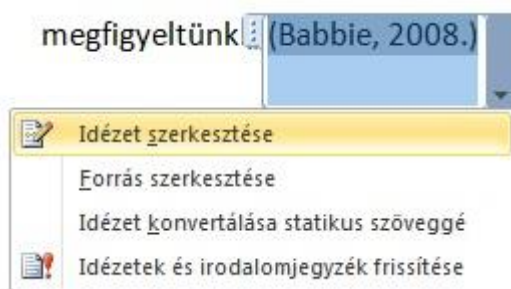
Figure 49: Refining source

In the menu that appears select the edit option and specify the page number.
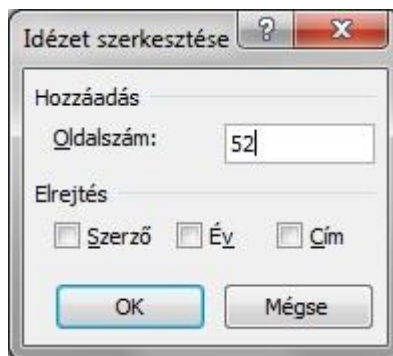
Figure 50: Entering a page number

As a result under the abbreviation ''old.'' the specified page number is displayed.
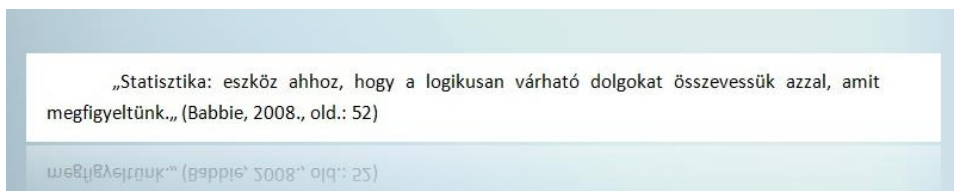
Figure 51: Page number display

Later you enter a new source or you choose from the already existing ones. The place of it is still the Insert command in the References menu with the difference that if you have previously given a source in a specified document then the menu will display them.
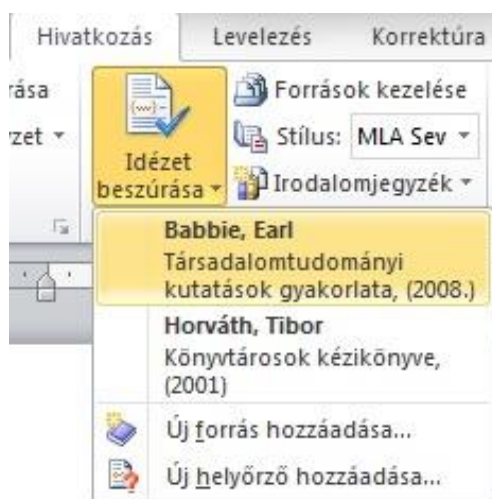
Figure 52: Inserting references

The most important step of the automatic reference management is the generation of bibliography.

Select the bibliography command of the reference menu where you can choose to prepare the quoted sources or the bibliography.

Figure 53: Bibliography in APA style

By changing the menu style not only the display of sources are updated but also the bibliography is transformed into the required format.

Irodalomjegyzék

Babbie, E. (2008.). *Társadalomtudományi kutatások gyakorlata.* Budapest: Balassi.

Falus, I. (1993). *Bevezetés a pedagógiai kutatás módszereibe.* Budapest: Keraban.

Horváth, T. (1999). *Könyvtárosok kézikönyve I.* Budapest: Osiris.

Magyar EU és fejlesztési igazgatótanács. (dátum nélk.). Kutatás a magyar munkaerő IT-felkészültségéről .

Figure 54: Bibliography in MLA stylen

The blue background is visible only in edit mode, according to the printed text it is not possible to decide whether a bibliography is made automatically or the data were manually given.

Advantages/disadvantages

The biggest advantage is that you can easily switch between different reference systems which is very useful if at the time of writing this article you do not yet know where your study will appear and if you work with a particular reference method to prepare it and then it turns out: the customer (it can be a journal, or even policies for higher education institutions) expects to make use of another style.
Against the use of the previous footnote/endnote its advantage is that all sources must be entered only once.

It is possible to "manipulate" references of the finished work, to change them. There are many journals do not expect the application of an "unmixed" style, they give additions for the use.

> 📄 *For example the Hungarian Pedagogy journal expects the application of the APA style however, we can read on the journal's website: „the style of the Hungarian Pedagogy (MP) basically follows the APA style. When specifying references exactly the same data are required thus, one system can easily be converted to another. The difference mainly comes from different characteristics in Hungarian and English language (writing names, tenure, different function of interpunctuation [.,:;]), furthermore, the style MP takes into account certain, already established conventions and the freedom of authors is less restricted. The publication style of MP basically*

applies to journal articles many elements obviously can be applied to other forms of publishing."[19]

A further advantage is that the software offers the sources we used in previous documents – separating the sources of the current document from the previous sources - thus they can be pasted into the current document without re-typing them.

Its disadvantage is that it does not display the names of Hungarian authors correctly.

It will not allow you to give the tilte of the work if the articke is placed on the website. (A possible solution is that it is entered as an electronic document).

10.3 SUMMARY, QUESTIONS

10.3.1 Summary

In the chapter you could get acquianted with generating functions, websites which help in the preparation of references described in the previous chapters. The Microsoft Word software system was presented for managing references with the application of which you can easily be able to switch between displays of the different reference styles.

10.3.2 Self-check questions

1. What are the characteristics of the generating software?
2. Are the same results obtained when using any of the various software?
3. Why is it worth using Microsoft Word reference management system?
4. What are the benefits of Microsoft Word reference management system?
5. What are the disadvantages of Microsoft Word reference management system?
6. Try the generating software described in the chapter!
7. Try the Microsoft Word reference management system!

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[19] The publication style of the Hungarian Education. [online] [2014.08.12] < http://www.magyarpedagogia.hu/?pid=50 >

11. LESSON: THE STRUCTURE OF STUDY WRITING

11.1 OBJECTIVES AND COMPETENCIES

If you want to publish a study on your research or to intend to publish your theory it is useful to know the rules and those facts that lead to successful publishing. In the chapter you can read advice on writing material suitable for publication beyond writing a thesis.

11.2 CURRICULUM

11.2.1 When shall we have it published?

An important step in your scientific work, the research process is publishing which both describes the results of your research to the scientific readers on the other hand, an important element in career development of researchers. Scientific publishing in English is ''academic writing''.

A publication, however, cannot be an end autotelic. You should only have something published if you have something to say. Areas suitable for publication:[20]

- New and original results or methods
- Reviews or a summary related to a topic
- Manuscripts that promote the understanding and progress of science.

Perhaps, it facilitates the understanding, if you look at which areas are not recommended for publication:

- Topics which are not of scientific interest
- Writings out of time
- Reissues, reproduction of previously published editions
- Faulty / unacceptable conclusions

11.2.2 Structure of a study, journal article, lecture

If you want to have the results of a survey published in the form of publications then beyond the logical and precise text writing you need to pay attention while providing certain elements, information. In the follow-

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[20] *How to publish your research in a leading journal* [online] [2014.08.07] <http://media.wiley.com/assets/7219/35/How_To_Get_Published_Seminar_HUNGARY.pdf>

ing a structure will be shown by the application of which research will be followable and clear for everyone.

Check out the complete article structure which now includes data and units required for publishing!

- − Title
- − Abstract
- − Introduction
- − Method
- − Results
- − Argument
- − Conclusion, generalization
- − Bibliography
- − Possibly appendix
  (tables and tools used)
- − Keywords

In the English scientific literature this structure is also called the IMRAD method:

The method IMRAD is applied for the group of five parts

1. Introduction
2. Method
3. Results
4. Argumnet
5. Conclusion, generalisation

That is, the technique of the communication of research results. Certainly, not only research results can be published but for example, literature-based trend analysis can also be valuable for the readers and a number of examples can be given which is not based on classic research. However, if we understand a technique for communicating a research then we will be more efficient when writing other types of studies!

Let's look at expectations for individual parts!

11.2.3 The title

The title is the first information that the reader sees of your work, therefore you must choose a title that catches the reader's attention but it does not mislead them. The title should be short and concise, no more than 12-15 words long.

It should express the content, and the main characteristics of your work. The title already should cover the relationship between variables, the population and avoid redundancy and unnecessary words such as "studying, analysing".

See some examples!

International examples

- Sindler, Alexandra: Etablierung einer neuen Lernkultur. Modelle medienbasierter Lernarrangements zur Förderung selbstregulier-ten Lernens im Kontext der Organisation.

  (Introducing a new learning culture. Media-based curriculum models in order to encourage self-regulating learning in the context of the organisation)

- Caramia, Massimiliano – Felici, Giovanni: Mining relevant infor-mation on the Web. A clique-based approach. In: International Journal of Production Research 14(2006), pp. 2771-2787.

  (Mining relevant information on the web. Clique-based approach).

Hungarian examples

Titles of the Hungarian Pedagogical periodical usually can be good examples.

Figure 55: Examples for formulating titles of studies

Content and English summary of editions have been published since 1991

Kata Csizér and Judit Kormos: Examination of the relationship between the language learning autonomy, self-regulation strategies and motivation;

Gergely Dávid: The role of the language of level descriptions in the Hungarian, English and German editions of the Common European Framework of References;

Gyöngyvér Molnár: The development of problem-solving thinking: the influencing effect of intelligence and socioeconomic background in 3-11 classes.

In Figure 55, in the case of the last example the topic can be seen in red, the sentence on the relationship between variables is in yellow and the population is shown in green.

In the following example the topic is given in a similar way and further narrowing it the final title is developed.
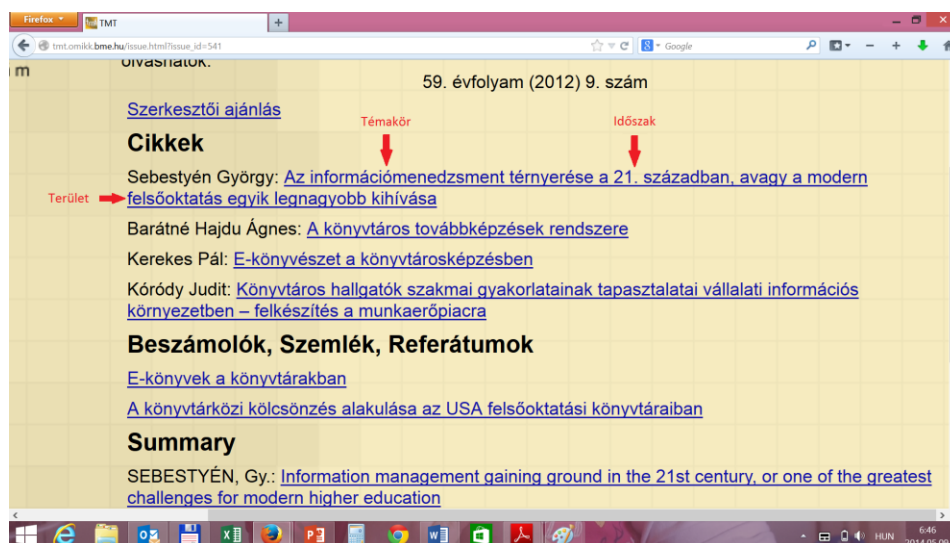

Figure 56: Examples for formulating titles of studies

11.2.4 Abstract

Writing an abstract is advised after the completion of the work. It is entered here, as in the case of journal articles it is usually placed between the title and the introduction.

The rules of writing abstracts are included in chapter 3.

11.2.5 Introduction

If the reader got to the introduction and he/she considered your work to be useful on the basis of the title and the abstract then the instroduction will be the first part, he/she will meet. Therefore, the style of the introduction is very essential. Be specific and avoid wordy, and self-contratulatory words. (Our research is excellent…, paradigm-changing …)

In the introduction you need the give the purpose of your research, work and a brief overview of the entire process of your work. In practice, this means that you give:

- The initial problem
- What we have done for the solution
- What limitations, obstacles there are in your solution.

Results should not be given in the introduction write only the essence of the research.

An overview of the scientific literature is essential for a scientific publication. The literature exploration will be placed in the introduction in the case of a study, article. Think about researches that have been carried out in the topic, theories used in researches as a basis. Present the most important specialised literature which are related to your own research, refer to other professional.

11.2.6 Methodology

After a review of the literature the methodology may follow that is presentation of the research plan and presentation of the main steps of the implementation.

For example, if a questionnaire recording was used indicate the following:

- the studied population
- the sampling method
- the size of the sample
- the method of data collection
- the response rate
- methods of data processing and data analysis.

Any other research method must be described in similar detail.

11.2.7 Results

After describing the research conditions move on to the analysis and interpretation of data in the article.

The most important area of the presentation of research results and certainly that of the full research is what conclusions can be drawn. Usually this is not in a single statement level but several conclusions can be drawn in each question, each field. So it is very important that the presentation should be logical and clear. Always specify what the point was in carrying out the analysis used then describe the data in the form of a small chart or by inserting a table and interpret the results! If you have the chance specify how the particular result can be traced further.

A description of the data analysis

Publishing numerical data is not easy. Moreover, the numerical data have to be disclosed such that the reader can carry out the described calculations. It is not necessary to attach all raw data to the publication, however, the aggregated data, rates must be indicated.

In general it can be said that the text section should point out the connections with as much data as necessary for the proof. Then the detailed information should be in the appendix. Methodological issues must be sufficiently detailed to allow the reader to be perfectly able to repeat the entire test.

Tables, charts

Your research results (may) contain a number of tables and charts. Each of these should not be placed in the publication presenting results. However, some of then should be described. The place of this can be in the text or in the appendix.

If you want to put a table or a chart within the text remember the general rule to say for what purpose the table is presented then insert the table and subsequently present the detailed data contained in it and then interpret them.

It is important that you do not mislead the reader!

Therefore provide any circumstance that influenced you. Feel free to call the attention to the errors made because it is the researcher's job to admit the shortcomings and uncertainties of conclusions drawn. Thus your work will not be of a lower value but more credible and reliable!

11.2.8 Argument

An important part of the study is the ''debate'', comparison part of the research. Compare your results with the specialised literature/other researches. Define how and why we are better/newer/different.

If you reached the end of all the analysed data, it will result in the summary.

11.2.9 Summary and the deduction of final conclusions

To do this, let us review the most important results! Do not be afraid that the given result was previously described in detail! The essence of the summary is to emphasize, to draw attention to the most important values, and point out the importance of these.

A piece of good advice: you close your paper with what you learnt about the subject of the research and if you consider additional tests to be worthy then you can also call for attention to it and specify which direction would it be worth for further research.

11.2.10   Appendix

The difference between the annex and the appendix is that the annex should be physically separated from the document. Therefore a CD will be the annex of a thesis, the appendix is an integral – physical – part of the work. They are in appendix:

−   Data which support those described in the text with specific information.
−   Documents which provide data or analysis of the data collected.
−   Documents which did not appear printed, items can not be in the bibliography.

  📰 *Example: you work with organisational and operational rules at work which is not available online or otherwise. Placed it in the appendix and feel free to refer to it in the work. Bibliography*

The scientific work is based on scientific references therefore, a proper compilation of bilbiography is an important requirement for publication, however, based on statements made by the publishers these are also the main sources of errors.

Some advice on the use of sources from the publisher Wiley:[21]

−   Do not have a lot of self quotes
−   Do not have too much quotes
−   The source of quotes should be wide

Finally, set up the bibliography according to the chosen reference style:

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[21] *How to publish your research in a leading journal*   [online] [2014.08.07] <http://media.wiley.com/assets/7219/35/How_To_Get_Published_Seminar_HUNGARY.pdf>

- Harvard
- APA
- MLA
- Chicago
- other

11.2.11   Processes after writing the article

Writing an abstract

The summary of the article should be set up after the completion of the work and remember that after the title this is the next filter on the basis of which the reader decides wheteher to read the article. During writing it obey the rules of creating references! (See in chapter 3.)

Keywords

In the case of online appearance of articles publishers request you to give keywords that express the topic of your work the most. This will be the base of indexing and retrieval therefore you help visibility, availability of your article if well-chosen keywords are given.

Use terms accepted in the professional field and add several keywords in the work (some publishers specifically set the number of keywords).

See some specific advice in order to determine the keywords!

1. Use simple, concrete, ''noun clauses'' forms.
2. Avoid too general terms because they lead to too many search results.
3. Do not repeat the words of the title in the key words. Words of the title are already included among the search terms in the case of articles in databases.
4. Avoid unnecessary preposition words. (For English-speaking areas words ''in'' and ''of''.)
5. Avoid abbreviations. If they do not understand your abbreviation you are losing readers. Furthermore a given abbreviation may have an entirely different meaning in another professional field or in another language.
6. Avoid using mathematical symbols, if it is necessary use Greek letters instead of mathematical symbols because they are handled as images by systems and they can not be found in computer-based searches.

7. Enter personal names only if they are part of a terminology, for example Skinner box, Poisson distribution.

8. You should enter terms referring to mathematical or computer technology as keywords.

9. Keywords contain alternative or inclusive terminology. If you deal with the special case of a concept or a specific terminology then in the case of a keyword you should use the word which refers to it and helps the user. For example: Fourier transformation, education management.

10. Comment on the application area, where necessary."[22]

11.2.12   Ratios

Finally, see what ratios you should think in while writing an article. There are no specific standards in this respect. Journals sometimes have expectations but the distribution depends on the type of study and on whether it is an essay-type or rather a report or a research report. Nevertheless, we provide a clue.

In case of an 11-12 page long article think in a distribution as follows:

−   Abstract (4 sentences)
−   Introduction (1 page)
−   The problem (1 page)
−   The idea (2 pages)
−   Ddiscussion (5 pages)
−   Summary (0.5 page)
−   References (2 pages)

11.3 SUMMARY, QUESTIONS

11.3.1 Summary

Many more publications arrive at publishers than they can publish. If you do not want your work to be rejected you should follow the steps that promote successful publishing.

11.3.2 Self-check questions

1. How is a publication built up?

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[22] Hartley, James: *Academic writing and publishing a practical handbook*. – 2008. New York: Routledge. p. 39.

2. What is the IMRAD method?
3. What is a good title?
4. What is included in the introduction?
5. Where the results of literature exploratory activities will be presented?
6. Can you insert a table into the text of the publication?
7. Can a questionnaire be put in the text of publication?
8. What is the difference between the annex and the appendix?
9. When to prepare the abstract?
10. Things to consider when entering keywords?

12. SUMMARY

12.1 CONTENT SUMMARY

A well-written thesis helps you in the progress of your career for many years. The first effect will be in the form of the final degree grade (which is the result of the final exam or the mean of the grades obtained in major exams – it varies from institution to institution and from programme to programme), then we can count on these questions during job interviews and a well-chosen, current and forward-looking writing can be an advantage. Therefore, the thesis topic is a key step in determining the process. You will deal with the topic for long months therefore choose an area in which you have pleasure to carry out your research and the result of which can be useful to others. Writing a thesis is worth planning, thinking through the steps before the compilation of the final work. After selecting a topic you need to choose a consultant and identify your thesis title together. Then you can begin to build the structure of the research. First, see then read on what was said by other researchers in relation to your topic, and you plan your own work in the light of what you read. You should plan what steps there will be in your research, development and only then you can begin to carry out them.

Results of the literature exploration as well as the process of your research and development work and the results should be presented in the thesis. The present work tries to answer the question of "how" by analysing in detail the possibilities of the description and disclosing of each step.

In addition, the book will help the library literature exploration introducing the reader into the conceptual world of information, representatives of writings. After getting acquainted with the main characteristics of the analytic (annotations, abstracts, extracts, archives and reviews) and synthetic (bibliography, survey, survey studies, documentation of topics, trends and reference journals) secondary documents the student can begin to prepare a separate abstract – the curriculum also includes instructions how to do it.

The chain lessons leads to the discussion of the topic of plagiarism at this point and the world of software finding plagiarism. It can not be emphasized enough: plagiarism is the most serious accusation in the scientific life and concentrating on your later scientific career you must be sure to avoid it. To do this, however, you must be aware of the concept and cases of plagiarism and and we have to accept: checking your references is not a personal attack (even if for this purpose a software for

finding plagiarism is used) but rather a check of your proficiency in the topic.

If we know what not to do, now it is time to learn the correct and internationally accepted practice of references. To this end, you not only need to learn the rules of individual reference methods but in the context of a "primer" chapter the problem of references is also necessary to be addressed. So you can get to know in detail the questions to which a properly designed reference system must respond and elements of it are identified. Characteristics of the inline and the numbering methods will be listed then we discuss the data the specification of which can grant the indispensability of any bibliography. When reference systems are applied the most important to know is what to expect from you (whether it is the advisor's expectancy or a requirement specified by the rules of the institution, perhaps editorial standards of a journal). In this context find the description of the reference style providing clues to it or absorb in the use of the specified reference books.

In the curriculum the four most popular and most widely recognised reference systems can be leart: the Harvard, the APA, the MLA and the Chicago format. It played a crucial role in our choice to cover the widest possible range of taught courses. For all methods the most important rules are made clear with examples and a general overview is often provided, sometimes interesting facts related to their historical development are proposed. All this is intended to not only master the rules but also to get closer to the logic and traditions of the system. If you are over with these thematic chapters then you have enough information available to decide reasonably on one or another method, however, always take into account the criterion of the consistent application.

We live in the world defined by the technology, particularly the Information Technology. Why not use the evolving software solutions in the preparation of references? On the internet there are many applications available which are capable of making the reference of a source under a specific method after entering the correct data. We offer a website to each style that can be lernt from the the curriculum but we also provide the reader with advice for the exploitation of potentials in Microsoft Word. Although the reference is an important part of the thesis and/or that of scientific publications certainly the preparation of the main text is the substantive part of the writing.

With this in mind we consider inevitable parts of the study or thesis structure, and we also describe what content elements should be comprised in each section. We are confident that the curriculum contributes to get more high-quality theses and/or scientific publications out of the hands of students.

12.2 AFTERWORD

When we started to write the curriculum related to thesis writing we could not prescind from the fact that we ourselves have had a number of highly variable quality of theses in our hands. The experience is double: research materials arising from the student's enthusiasm, created by a lot of work are always a pleasure to a college or an university professor, however, an incorrect communication mode worsen the overall picture a lot: the requirement for professional standard is suppressed.

It is a recurring problem from time to time superficial works multiply. Certainly the quality of the product is primarily the responsibility of the student but it cannot be entirely passed onto the student. Both the personality of the consultant and the scientific literature and training apparatus supporting to write a thesis must play a role in creating an appropriate thesis. It is not just the part of the student's portfolio but in the broadest sense it is a footprint at the same time.

Editing tasks, building the apparatus for references have always been traditions of the scientific work and now also an integral part of communication of the results. It is not a coincidence that those who do not abide by these principles risk their own career. However, with a mass higher education due to the numerous papers focusing on specific areas of research it became almost impossible to monitor whether the student correctly cites the used literature, archival sources or scientific results. The professional preparedness of the opponents is tested by this phenomenon, so maybe we can say: not only students are weighed.

Technology approaches from two ways. On the one hand it tries to help students who are all the more committed and so having less time to obtain rapid and reliable information, and to be able to automate the maximum number of related workflow (so also the reference). However, the coin has two sides. If the student is abusing the opportunities offered by the information society, the tools of the technology can also be used to filter out fraud – software searching for plagiarism are intended for that purpose.

Why do we write it all down? Because we want to emphasize that we are also talking about ethical and science ethical questions in connection with a thesis and/or a scientific publication. It is not accidental that we emphasized it in the curriculum. The relationship to the intellectual property is not only the basic relation of the science but also a building brick of a modern, plural democracy. Therefore it does matter how this relationshipworks out. But can every student be expected to relate to each product he/she hands out with a professional thoroughness? Is there any difference between students who go in for a scientific career and those who want to make good use of their knowledge in practice in this re-

spect? Is it possible for all of them to learn the basics of methods of scientific communication?

Yes is the definite answer to the last question: we think that the reader will be aware of his/her responsibilities and even of his/her opportunities by the time he/she reaches the end of the curriculum. We created the lessons in this mentality and in the hope that a wide range of students will get help in writing their thesis and in editing their future scientific publications.

13. ADDITIONS

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13.2 MEDIA SUMMARY

13.2.1 List of figures