

TARAS SHEVCENKIO NATIONAL UNIVERSITY OF KYIV
FACULTY OF GEOGRAPHY
DEPARTMENT OF REGIONAL STUDIES AND TOURISM

*MASTER'S DEGREE THESIS
GUIDELINES*

For students of

| | |
|-----------------------|--|
| Field of knowledge | <i>10 Nature Science</i> |
| Subject field | <i>106 Geography</i> |
| Degree | <i>Master of Science</i> |
| Educational Programme | <i>Geoglobalistics and Regional Studies</i> |
| Major | <i>Geography of Global transformations/ Regional Studies of Global Processes</i> |

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INTRODUCTION

Master's degree thesis is a required task, which students have to perform on their second year of the MSc programme in *Geoglobalistics and Regional Studies*. Evaluation grade for the thesis is an important component of the overall grade at graduation. Excellent grade for the thesis is necessary for obtaining a diploma with distinction.

The *goal* of the master's degree thesis is to verify student's ability to perform independent research work involving the whole spectrum of previously acquired skills and academic competences. While working on the thesis, students learn to use all general and specialized knowledge they gained over the previous years, creatively putting together various means of academic inquiry.

Master's degree thesis is *aimed* at evaluating the following *skills* and *competences*:

- *research skills, including abilities to:*
 - *formulate specific research questions within a wider theme,*
 - *select appropriate methods for tackling that issue,*
 - *obtain and process the data,*
 - *work with the academic literature,*
 - *ability to analyze and make original conclusions*
- *academic writing skills,*
- *professional (academic) communication skills,*
- *ability to comply with the norms of academic ethics and integrity, to respect intellectual property rights.*

Evaluation of the thesis is done in two stages. First, the thesis has to be submitted to an *external reviewer*, who, along with general remarks and comments, suggests the grade. A reviewer can be chosen among well-established experts (academics or practitioners) outside of the institution of student's affiliation. Secondly, students have to *defend* their work against the *examination board*, consisting of the faculty and guest members. In order to be defended, the thesis has to be approved and recommended for defense by *academic advisor* (a faculty member at the department of student's affiliation). Along with approval, academic advisor also gives his/her assessment, which is considered by the examination board.

At the defense, students have to make an oral presentation of their research results (usually supplemented by media presentation). Then, they have to answer questions of the examination board and reply to the comments and remarks by an external reviewer. After that, the examination board decides on the final grade of the thesis.

Thesis synopsis is to be submitted prior to defense to be deposited in accordance with the University rules (*see Thesis Synopsis*)

LANGUAGE AND SIZE

Thesis must be written and defended in English. English proficiency, although this is not a decisive factor, is taken into consideration by evaluators. Students have to demonstrate their fluency in written and colloquial use of English in academic environment.

Thesis size should be around 50-60 pages (not including appendices). There are no strict restrictions on thesis size within reasonable margins. In case there are considerable deviations from the recommended size, we advise students making special remarks in their *Research Design* section and briefly explain it at the defense.

FORMAT REQUIREMENTS

Thesis format must follow the general standard requirements (*Example B in Appendices*).

- Text size – 14 pts.
- Font style – Times New Roman
- Line spacing – 1.5

Please note, that these format requirements do not apply to the title page, where larger fonts and different spacing may be used.

Chapter titles should be in bold capital letters, section titles within chapters – in bold regular letters. New chapters start from a new page; new section within a chapter is separated by three line spaces (*Example A in Appendices*).

Thesis may contain tables and figures (graphs, charts, maps, photographs etc.). Tables must be numbered throughout the chapter with two-digit codes. The first digit is the number of the chapter, the second one – the number of the table within that chapter. For example, *Table 2.6* means that is the sixth table in the Chapter 2. Table number is given in italic letters aligned to the right with the title given below, aligned at the centre in bold letters. See example below. The same numbering requirements apply to figures. Please note, charts and figures have independent numbering. Figures titles are given below the figure, figure number in italic, its name in bold letters (*Example C in Appendices*). If tables or figures exceed one page in size, or there is a series of them, they should be placed in the appendix (*Example E in Appendices*).

STRUCTURE

Usually, thesis should contain the following parts:

- Title page,
- Table of content
- Introduction
- Main Text
- Summary
- References
- Appendices

Title page should contain the following information: institution and entity of affiliation, UDC code, thesis title, academic program details, student's name, academic advisor's name, place and year (*Example A* in *Appendices*).

Introduction is an important part of a thesis. It contains:

- general explanations for choosing the topic, its academic interest and practical significance;
- overall goal of the research and its specific objectives;
- description of the thesis structure;
- indication of major theoretical premises and sources of data.

Recommended introduction size is within 1 to 3 pages.

There are no strict requirements on structuring the *main text*. It reflects the logic of a specific research and represents student's creativity and unique approach. However, we recommend that there are at least two (usually three) chapters in the main part of the thesis, where one is specifically focused on theoretical background and research design (this one is formally required), while the second and all the following ones deal with data description and analysis, author's arguments, explanations, speculations etc. The most common approach is to structure the main part in three to four chapters with one focused on theory and the other ones on data description and analysis.

We recommend that a single section (part of a chapter, listed in the table of content) should not be smaller than three pages in size. We also recommend that chapters be of a more or less comparable size. Otherwise, it would make an impression of poorly structured work.

Special attention has to be paid to the *Research Design* section. It is a required part and one that plays a significant role in overall thesis evaluation. Recommendations on how to design the research are given in a separate chapter below.

Summary contains brief overview of the research results. Ideally, each paragraph in the Summary represents a section (part of chapter) in the main part. In this way, a reader can have a comprehensive picture of the thesis by reading the Summary. It is also the place to articulate the original research findings and conclusions.

References is a very important part demonstrating student's academic proficiency and integrity. We recommend using the APA (American Psychological Association) citation style, which is most commonly used in social sciences worldwide.

With the APA style citations, in-text referencing is done in brackets, containing the author's last name and year of publication (i.g. (Craggman, 2011). Guidelines and examples of both in-text citations and references see the APA web-page at <https://apastyle.apa.org/learn/faqs/index> . (See also *Example F* in *Appendices*).

Appendices (if any) contain supplementary information, which is too large to place in the text. Usually, appendices include large volumes of numerical data, series of figures, samples or completed survey questionnaires etc. Each appendix should be marked by a capital letter. If there is a series of tables and/or figures closely related to each other, they are marked with a capital letter and numbers (*Example E* in *Appendices*)

RESEARCH DESIGN

Research design makes an important part of the project. It summarizes the general ideas and principles employed by the researcher, presents the key concepts comprising the theoretical premise of the research, outlines *methods*, and explains the *sequence of analysis* and *structure of the thesis*.

We advise the following structure of the *Research Design* section:

- Specifying the precise *research question* within the chosen topic, explaining its relevance (what makes it academically interesting and/or practically important), outlining general goals and specific tasks of the project.
- Specifying *available data*. In most cases, data availability is the major limiting factor of any research. Finding original data for the global-scale analysis may be especially challenging. Therefore, in many cases, students have to borrow data collected and shared by various official organizations and research institutions. Often, this requires manipulations in order to make it appropriate for the specific research goals. In some cases, students use their original data in the form of field observations, surveys, expert interviews etc. In any case, all the data used for the analysis has to be thoroughly described including its sources or the ways it was compiled and all the manipulations performed while adapting it for the specific research project.
- Specifying the *research type*. There are several possible models of research, which one can use to arrange master thesis. Most commonly, those include *literature review and analysis*, *hypothesis testing*, and *exploratory descriptive analysis*. Each type of research has its benefits and difficulties.
 - *Literature review* is both the easiest and the most difficult type of research. It is the easiest in terms of finding data. Academic and professional literature represents the knowledge, which is generally accepted and grounded on verified data. At the same time, one may face difficulty in formulating *original conclusions* if professional literature is the primary source of data.
 - *Formal hypothesis testing* is a good way to produce an original research, since every variable in methodology makes experiment a unique one. At the same time, gathering data for an appropriate hypothesis test may prove time consuming and technically challenging. In many cases, it requires field investigation. For this type of research one has to allow sufficient time for collecting data.
 - *Exploratory descriptive analysis* gives researcher much greater freedom of data choice. One can combine both original field observations, statistics, previous research etc. Speculative conclusions are acceptable with this research model as well. Making exploratory descriptive research an original one is possible, mainly, by either formulating a new research question or by applying previously explored topics to a new spatial context, changing scale of analysis or

simply following the changes since the previous analysis has been done.

- Specifying *methods* employed for the analysis. We do not advise making a broad overview of methods that can be possibly used for researching the chosen topic or similar one in general. Instead, one should focus upon the specific approaches, techniques and methods he/she employs in that particular project with more emphasis on explaining the method choice. Methods must be relevant to *the research type* and *available data*. Generally, for formal hypothesis testing *quantitative analysis methods* are preferable, while for exploratory research or literature review *qualitative analysis* is more common.
- Specifying *expected results*. This is an important part of the research design. It allows making the research focused and complete. For example, these may include:
 - hypothesis test results
 - revealed trends or patterns
 - typologies or classifications
 - similarities and/or differences between phenomena
 - identified issues for further investigation etc.

Setting the expected results at the beginning of the project also helps to structure conclusion and project presentation at the defense.

THESIS SYNOPSIS

Writing an abstract is the final stage of a master's degree thesis preparation for defense. Abstract is aimed at familiarizing the wide audience and the members of examination board, in particular, with the content of the research, its actual results and the key conclusions. Abstract thoroughly discloses the content of the master's work, avoiding excessive details as well as information unavailable in the thesis.

The abstract consists of the general description of the thesis, its content, key results, conclusions, the list of the author's previous publications (if any), and *summary* in English and Ukrainian (or otherwise, as required).

The general description (maximum 2 pages) shall correspond to the structural components of the introduction to the thesis. It is enough to distinguish headings in *bold* or *italic* and place them through the text. In addition, abstract specifies the structure: availability of introduction, a certain number of chapters, appendices, full number of pages, as well as number of pages of appendices (number of them), number of names in the list of used literature sources.

The main text of the abstract (5-7 pages) contains brief overview of the research results. Ideally, each paragraph in this part of the abstract represents a section (part of chapter) in the main part. In this way, a reader can have a comprehensive picture of the thesis.

Author's previous publications (if any) includes relevant to master thesis academic publications, including co-authored ones.

Conclusions (maximum 2 pages) summarize original research findings in correspondence with the overall goal of the research and its specific objectives.

Summary (maximum 1 page) contains key ideas and briefly outlined conclusions in English and Ukrainian languages (or otherwise, as required) as follows:

- author's first and family names;
- title of Master thesis
- key ideas, results and brief conclusions.

Each language version is ended by the list of key words, listed in line, separated by commas, including as the last one "*master thesis*".

The abstract should not exceed 10-12 pages, including the title page (Example A.) printed (text size 14 pts, font style Times New Roman, line spacing 1.0) in five (5) copies. The electronic version is submitted for further depositing in accordance with the acting rules of the University.

ACADEMIC ADVISOR. ROLES AND RESPONSIBILITIES

Every student prepares his/her thesis in close cooperation with an academic advisor. Students choose their academic advisors among the faculty members within their department.

Generally, *students carry most of responsibilities in the process of thesis preparation.* These include:

- selecting a topic;
- formulating research question;
- designing the research;
- searching for data;
- producing analysis;
- writing the thesis;
- defending the thesis in front of the examination board.

It is solely student's responsibility to adhere to the schedule and submission deadlines!

Academic advisor plays the role of general guidance, correction and control. Advisor's primary task is to help student in making research process the most efficient and ensure that the research itself is valid and its representation in the thesis is adequate and compliant with the requirements. Academic adviser's responsibilities include:

- assisting student in selecting the topic;
- controlling validity of the research question and advising on possible corrections;
- advising, where possible, on available data sources;
- advising on thesis compliance with the requirements;
- providing student with feedback;
- approving thesis for defense and giving an assessment (*see Defense and Evaluation Criteria*).

In case the submitted thesis does not comply with the requirements (including those of academic integrity¹), academic advisor has the power to NOT recommend the thesis for defense.

Academic advisor MUST NOT formulate topic or research question for a student, or design a research. This work must be done by student, advisor's role is to control and correct the process.

In case student feels that cooperation with the academic advisor is not efficient, he or she has the right to request changing an advisor.

SCHEDULE AND DEADLINES

¹ Academic integrity (honesty) – means avoiding plagiarism and clearly separating personal input from previous findings done by other people.

All students are required to submit their theses one week before the manuscripts are sent for the automated anti-plagiarism check. The deadline depends on the curricular schedule of the specific year. However, we advise that students start choosing topic and contacting prospective academic advisors in the very beginning of the spring term of the first year of their enrollment. It takes time to formulate specific research question and make sure sufficient data is available for a valid research. Therefore, we suggest the following schedule (this is not a formal requirement):

| <i>Task</i> | <i>Recommended timeframe</i> |
|--|------------------------------|
| <i>Spring term, 1st year</i> | |
| Selecting a topic | January |
| Contacting with an academic advisor | January |
| Checking data availability | January-August |
| <i>Fall term, 2nd year</i> | |
| Formulating research question | September - October |
| Working on research design | November |
| Collecting data | December |
| <i>Spring term, 2nd year</i> | |
| Processing the data | February |
| Writing the text | March |
| Submitting the text for advisor's feedback | April |
| Making corrections and producing the final version | April/May |
| Submitting the text and the synopsis for the compliance check, academic advisor's approval and external review | May |

The compliance check includes automated anti-plagiarism check.

DEFENSE AND EVALUATION CRITERIA

Students are required to defend their thesis is publicly in front of the examination board.

The defense procedure includes:

- ✓ Oral presentation (up to 15 minutes);
- ✓ Questions from the examination board;
- ✓ Academic advisor's evaluation (read or presented personally);
- ✓ External reviewer's evaluation (read or presented personally);
- ✓ Answers to the reviewer's remarks.

In total, via academic advisor, external reviewer and evaluation at the defense session, students can score up to 100 points, as follows:

| Points | ECTS | National scale |
|--------|------|----------------|
| 90-100 | A | Excellent |
| 82-89 | B | Good |
| 74-81 | C | |
| 64-73 | D | Satisfactory |
| 60-63 | E | |
| 35-59 | FX | Fail |
| 0-34 | F | |

The assessment score consists of:

- Academic advisor assessment (30 points)
- External reviewer assessment (30 points)
- Examination board assessment (40 points)

Assessment criteria include:

- Clarity of research question (6 points)
- Research design relevance (6 points)
- Data relevance (6 points)
- Argument strength (6 points)
- Quality of referencing (6 points)
- Quality of oral presentation (5 points – *examination board's assessment only*)
- Quality of answers to the examiners' questions (5 points – *examination board's assessment only*).

APPENDICES

TARAS SHEVCHENKO NATIONAL UNIVERSITY OF KYIV
FACULTY OF GEOGRAPHY
REGIONAL GEOGRAPHY AND TOURISM DEPARTMENT

UDC: 911.33 (438)

**SPATIAL DIMENSION OF ECONOMIC DEVELOPMENT IN CENTRAL EUROPE:
THE CASE OF POLAND**

Master's degree thesis

| | |
|----------------------------------|--|
| Field of knowledge | 10 – Nature Science |
| Subject field | 106 Geography |
| Degree | MASTER |
| Education and Training Programme | Geoglobalistics and Regional Studies |
| Major | Geography of Global transformations/ Regional Studies of Global Processes |

Prepared by:
Havrylenko Ivan

Academic advisor:
Dr. P.Fedorchuk

KYIV - 2020

CHAPTER 1. THEORETICAL BACKGROUND

1.1. Theories of economic development in post-socialist economies

Over the past two decades, scholars of various strains of social sciences have developed a number of theories explaining economic development trends in post-socialist economies. Generally, one may distinguish at least two schools of thought dealing with this issue. The first one represents liberal arts actor based approach focusing on the role of personalities and leadership in shaping policies and their outcome (Fullerton, 1998; Georges, 2004; etc.). The second one covers structuralist perspectives stressing the role of institutions and general social trends (Carlston, 1999; Sidney, 2001, Albert, 2010).

...

1.2. Spatial dimension to economic development analysis

While there is an ample body of research covering various aspects of economic development in both Poland and Central Europe as the whole, there is much less emphasis on spatial variations, especially on the subnational level. Existing studies mostly rely on regional statistics collected for rigidly set territorial units, which in many cases ignore actual spatial variation of economic and social development. ...

Table 2.1.

Indicators of economic development, 2017

| # | <i>Territorial unit (vivodeships)</i> | <i>Indicators</i> | |
|-----|---|--------------------------------|--|
| | | <i>GRP per capita (\$)</i> | <i>Average monthly household income (\$)</i> |
| 1. | Greater Poland | 24 700 | 6 324 |
| 2. | Kuyavia-Pomerania | 18 300 | 5 626 |
| 3. | Lesser Poland | 21 400 | 4 819 |
| ... | ... | ... | ... |

Source: Eurostat, Nov 2019

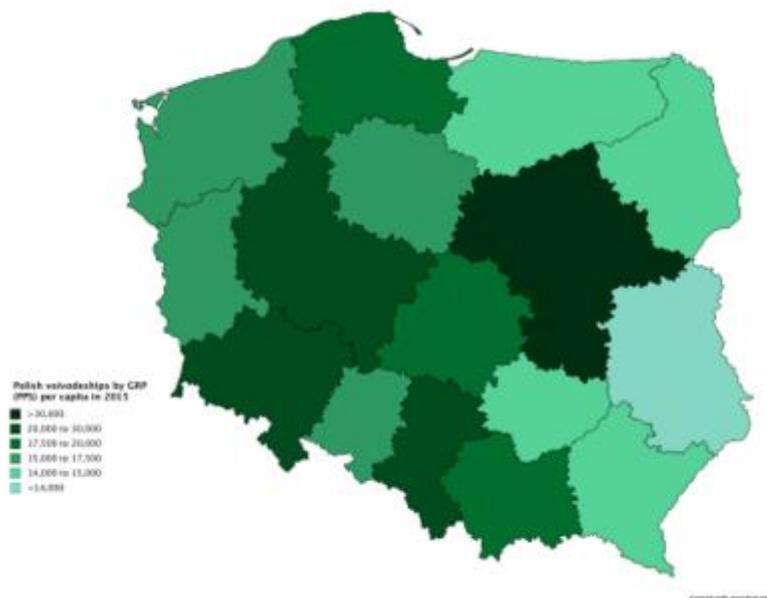


Figure 2.1. Gross regional product (PPS) per capita, by voivodeships, 2015.

Source: List of Polish voivodeships by GRP (12 January, 2020)

Appendix A

Local development indicators

A.1. Kuyavia-Pomerania Voivodeship

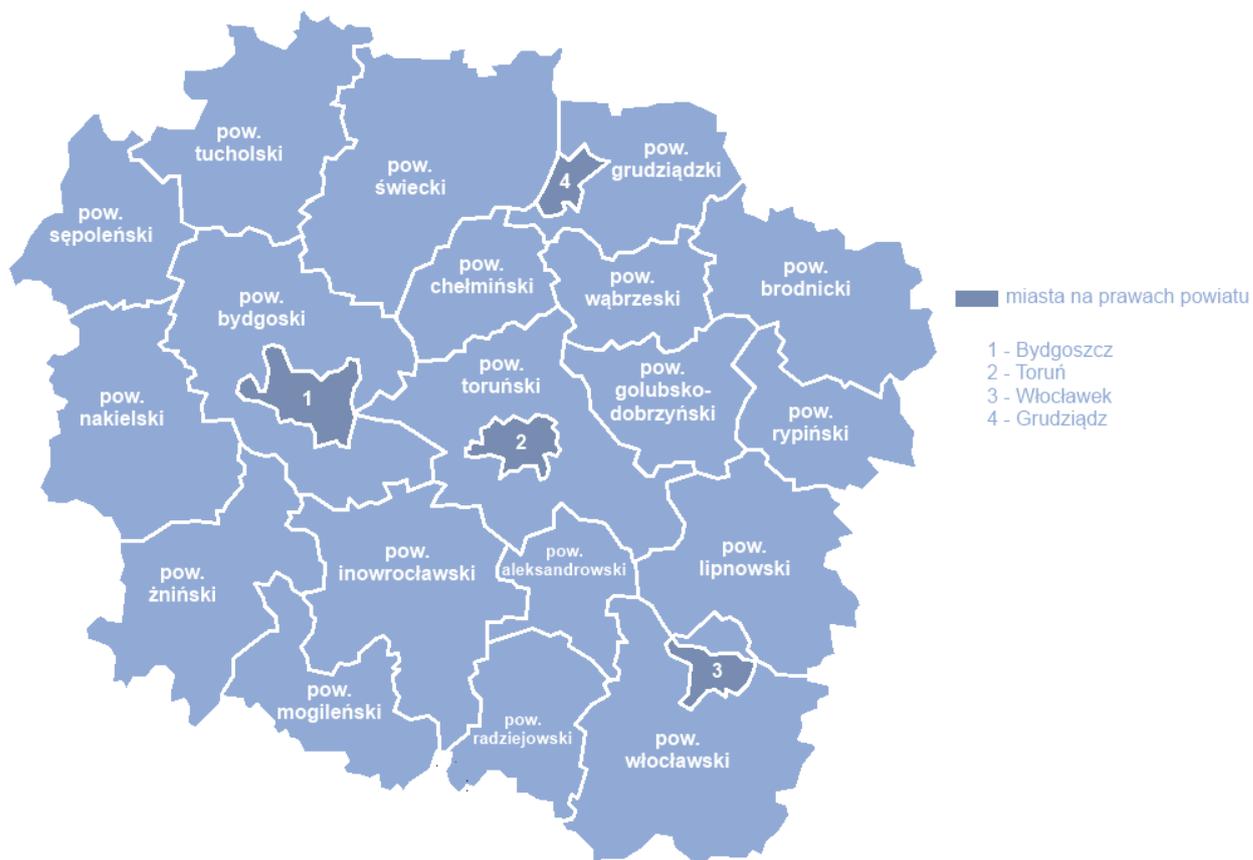


Figure A.1.1. Administrative division of the Kuyavia Pomerania Voivodeship

Source: Kuyavian-Pomeranian Voivodeship (12 January, 2020)

Example E (continued)

Table A.1.1.

Local household income, Kuyavia-Pomerania, 2015

| <i>#</i> | <i>Territorial units (powiats)</i> | <i>Population</i> | <i>Average household income, \$</i> |
|----------|------------------------------------|-------------------|-------------------------------------|
| 1. | Inowrocław | 164 571 | 5 279 |
| 2. | Bydgoszcz | 99 386 | 4 378 |
| 3. | Świecie | 97 037 | 4 576 |
| 4. | Toruń | 91 963 | 4 900 |
| 5. | Włocławek | 85 303 | 4 713 |
| ... | ... | ... | ... |

APA style references

| Source type | Examples in the reference list |
|--|---|
| A book in print | Baxter, C. (1997). <i>Race equality in health care and education</i> . Philadelphia: Ballière Tindall. |
| A book chapter, print version | Haybron, D. M. (2008). Philosophy and the science of subjective well-being. In M. Eid & R. J. Larsen (Eds.), <i>The science of subjective well-being</i> (pp. 17-43). New York, NY: Guilford Press. |
| An eBook | Millbower, L. (2003). <i>Show biz training: Fun and effective business training techniques from the worlds of stage, screen, and song</i> . Retrieved from http://www.amacombooks.org/ |
| An article in a print journal | Alibali, M. W. (1999). How children change their minds: Strategy change can be gradual or abrupt. <i>Developmental Psychology</i> , 35, 127-145. |
| An article in a journal without DOI | Carter, S., & Dunbar-Odom, D. (2009). The converging literacies center: An integrated model for writing programs. <i>Kairos: A Journal of Rhetoric, Technology, and Pedagogy</i> , 14(1), 38-48. Retrieved from http://kairos.technorhetoric.net/ |
| An article in a journal with DOI | Gaudio, J. L., & Snowdon, C. T. (2008). Spatial cues more salient than color cues in cotton-top tamarins (<i>saguinus oedipus</i>) reversal learning. <i>Journal of Comparative Psychology</i> , 122, 441-444. doi: 10.1037/0735-7036.122.4.441 |
| Websites - professional or personal sites | <i>The World Famous Hot Dog Site</i> . (1999, July 7). Retrieved January 5, 2008, from http://www.xroads.com/~tcs/hotdog/hotdog.html |
| Websites - online government publications | U.S. Department of Justice. (2006, September 10). Trends in violent victimization by age, 1973-2005. Retrieved from http://www.ojp.usdoj.gov/bjs/glance/vage.htm |
| Emails (cited in-text only) | According to preservationist J. Mohlhenrich (personal communication, January 5, 2008). |
| Mailing Lists (listserv) | Stein, C.(2006, January 5). Chessie rescue - Annapolis, MD [Message posted to Chessie-L electronic mailing list]. Retrieved from http://chessie-l-owner@lists.best.com |
| Radio and TV episodes - from library databases | DeFord, F. (Writer). (2007, August 8). Beyond Vick: Animal cruelty for sport [Television series episode]. In NPR (Producer), <i>Morning Edition</i> . Retrieved from Academic OneFile database. |
| Radio and TV episodes - from website | Sepic, M. (Writer). (2008). Federal prosecutors eye MySpace bullying case [Television series episode]. In NPR (Producer), <i>All Things Considered</i> . Retrieved from http://www.npr.org/templates/story/ |
| Film Clips from website | Kaufman, J.C. (Producer), Lacy, L. (Director), & Hawkey, P. (Writer). (1979). <i>Mean Joe Greene</i> [video file]. Retrieved from http://memory.loc.gov/mbrs/ccmp/meanjoe_01g.ram |
| Film | Greene, C. (Producer), del Toro, G.(Director). (2015). <i>Crimson peak</i> [Motion picture]. United States: Legendary Pictures. |
| Photograph (from book, magazine or webpage) | Close, C. (2002). <i>Ronald</i> . [photograph]. Museum of Modern Art, New York, NY. Retrieved from http://www.moma.org/collection/object.php?object_id=108890 |
| Artwork - from library database | Clark, L. (c.a. 1960's). <i>Man with Baby</i> . [photograph]. George Eastman House, Rochester, NY. Retrieved from ARTstor |
| Artwork - from website | Close, C. (2002). <i>Ronald</i> . [photograph]. Museum of Modern Art, New York. Retrieved from http://www.moma.org/collection/browse_results.php?object_id=108890 |

Source: Citation Styles: APA, MLA, Chicago, Turabian, IEEE: APA 6th Edition (Nov.11, 2019). Retrieved January 8 2020 from <https://pitt.libguides.com/c.php?g=12108&p=64730>