جامعة صحار
Sohar University

Guide to Preparing Scientific Research for Graduate Students

2025–2026

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Part One: Planning the Research Project

Introduction:
This part represents the first step in the student's research journey. It involves understanding the importance of scientific research, identifying priority research areas, and selecting an appropriate topic in collaboration with the supervisor. It also covers fundamental concepts such as research ethics and the required word count, which prepare the student to establish a solid and relevant research project within their academic field.

The Importance of Research in Graduate Programs

Research is a fundamental requirement for the successful completion of any Postgraduate program offered by the University. It provides Postgraduate students with the opportunity to demonstrate their ability to apply the knowledge and skills that they need to acquire throughout their studies. Research also allows them to conduct in-depth investigations on topics and projects of their choice that align with the goals of their academic programs, all under the guidance and supervision of research supervisors.

Therefore, the objective of the research must be clear and should address the following questions:

1. How can the research topic or project be scientifically important?
2. To what extent is the chosen topic significant in terms of academic and research contribution?
3. What are the implications or potential impact of the topic?

This guide highlights the procedures and steps that must be followed to successfully complete research. It offers appropriate guidance and direction to Postgraduate students on how to apply theoretical and methodological understanding, along with research skills, to develop researchable ideas, specific research questions, and hypotheses. Also, the guide includes a number of helpful advice and steps to assist students in producing the best possible work.

Research Areas Aligned with Oman Vision 2040

Postgraduate studies at Sohar University aim to provide research and educational opportunities in disciplines that support the future vision of "Oman 2040" and STDs, particularly in areas such as: healthcare applications, environmental studies, natural resource sustainability, renewable energy, and the Fourth Industrial Revolution (IR 4.0) — including Internet of Things (IoT), artificial intelligence (AI), and smart environments.

Some of the research topics encompassed by Oman Vision 2040 include:

- Governance
- Competitiveness
- Innovation
- Community partnership
- National and international standards
- Future skills
- Institutional excellence
- Alignment between education outcomes and labour market needs
- Cybersecurity
- Sustainable capacity building
- National culture
- Citizenship and identity
- Enabling environments

- Artificial intelligence
- Internet of Things
- Smart government, etc.

Selecting the Research Topic and Discussing It with the Supervisor

Choosing a Research Topic

Each Postgraduate student is assigned a supervisor with expertise in the student's area of specialization and research project. The relationship between the student and the supervisor begins before the research proposal or plan starts, where the student will be able to discuss the research proposal with the assigned supervisor from the time of assignment until the research is completed. The student is requested to discuss the research project, dissertation or thesis topic and title with the supervisor. Then, the student will present to and discuss the research proposal plan with an evaluation committee formed by student's faculty in coordination with the Postgraduate Centre. Afterward, the student must complete the research ethics form and have it approved by the university's Ethics Committee and the Postgraduate Centre.

After receiving the final approval of the research proposal (project, thesis, or dissertation), the student must maintain continuous and regular communication with the supervisor and keep the supervisor informed of the progress of the project, thesis, or dissertation. The student must also follow the supervisor's guidance and instructions.

The supervisor is responsible for providing assistance and advice to the students and meeting with them regularly. The supervisor must also continuously monitor and evaluate the student's performance in the project, thesis, or dissertation, provide advice, remind the student of the time remaining to submit the final version, and ensure the final version meets the university's graduate studies requirements. The supervisor needs to complete a student progress report form for each visit, and the student must keep copies of these supervision visit forms.

Discussing the Research Topic

It is important to conduct a comprehensive review of the literature and previous studies on the research topic before designing the research proposal.

Therefore, the student needs to start with a researchable topic and then decide on the subject according to the following:

- Focus on choosing a topic or title of national importance, such as the future vision "Oman 2024".
- Make an effort and dedicate time to search for a topic relevant to their specialization.
- Consider the time required to complete, review, and present the research findings thus, it is essential to factor in time management for the project's success.
- Benefit from feedback from colleagues, the supervisor, and faculty members to enrich the research topic or title.

The student must discuss the topic with the supervisor and explain why s/he chose it and its significance. The student should also think about how to present and explain the topic. Then, the student must state the research title in the form of a statement or confirmation and specify the main focus of the research. Before writing the proposal, the student must fill out the research approval form, available online on PG Centre's website.

Research ethics

As previously mentioned, all students who are preparing a research proposal are required to fill out the research Ethics Form to ensure that their research complies with the standards for the protection of researchers and the research environment. All research project applicants must submit this form and obtain ethical approval before beginning data collection. Therefore, the student must fill out this form accurately, including all required details and information. Students may inquire if anything is unclear.

Note:
It is not allowed to copy or quote any part of previous projects or theses from within the university without proper citation. The previous project must be cited as an unpublished source in the references list and written in APA style as follows:
(Student Name, Year, Unpublished project, Sohar University)

Cumbering the research project, the dissertation, and the thesis

It is important for the students to think carefully about their research topic before beginning to formulate the research outline. Narrowing the scope of the research sufficiently is also essential to present a clear and concise understanding of what they aim to accomplish.

The types of research work vary according to the academic level and include:

- **Research Project**: Often carried out as part of research courses or professional programs. It ranges in length from 5,000 to 10,000 words and focuses on practical application or a limited study.
- **Master's dissertations:**
  Arts and Humanities and social sciences: 15,000–20,000 words with some extending to 25,000 words.
  Sciences and Engineering: 10,000–20,000 words.
- **Ph.D. theses:**
  Arts and Humanities and social sciences: 60,000–100,000 words, with some extending to 120,000 words.
  Sciences and Engineering: 40,000–80,000 words.

Suggestions for Writing a Research Title

- The suggested number of words for a research title in a master's or doctoral thesis typically ranges between 10 to 15 words, and sometimes it can reach up to 20 words at most, provided that the title is:
- Clear and specific.
- Accurately reflects the content of the research.
- Free from unnecessary or ambiguous words.
- Includes the key variables (such as the independent variable, dependent variable, sample, or educational environment, depending on the type of research).

Part Two: Preparing the Research Proposal

Introduction

This section aims to provide the PG student with the necessary tools to formulate a comprehensive and clear research plan. It addresses the components of the initial chapters of the research: introduction, study problem, literature review, and methodology. The focus of this section is on how to construct a logical and coherent research framework that reflects both theoretical and practical understanding of the study topic.

Chapter One: Introduction

In this chapter, the student presents the background of the research topic, introduces the study problem, and explains the reasons for selecting it. The problem should be thoroughly discussed using both theoretical and practical sources, while also being linked to a conceptual framework based on relevant theory/theories.

This chapter includes the following elements:

- Introduction
- Research Problem
- Objectives
- Hypotheses/Research Questions
- Significance of the Study
- Limitations of the Study
- Key Terms and Definitions

Study Problem, Research Questions and Hypotheses

Study problem is the cornerstone of any successful research project, as it represents the true foundation upon which the entire research is built. It is the student's responsibility to identify a realistic problem stemming from a knowledge gap or a research issue that has not been deeply explored in previous studies. This problem should be researchable, analyzable, and well-defined to guide the study clearly and precisely.

When writing the study problem, the student must provide an accurate description of the context in which the problem arises, along with its manifestations, effects, and evidence indicating its existence. It is also preferable to link the problem to a theoretical or conceptual framework that helps explain it and gives the research a solid academic dimension.

Typically, the problem is formulated either as an analytical narrative statement or as a central question that expresses the deficiency, contradiction, or ambiguity in current knowledge. When phrasing it, care must be taken to ensure the problem is specific, not general, and researchable using the chosen methodology.

Research question(s) should reflect what the student has learned or gathered about the topic. The research question(s) would help the student organize and select the data to be collected and analyzed. The student should have a clear and compelling idea of the problem s/he wants to address and how his/her research can provide a solution or solutions to this problem.
As for the research questions, they represent the primary tool that directs the study toward achieving its objectives. These questions are directly derived from the problem, translating the general issue into precise sub-questions that the research seeks to answer.

Research questions should be clear, closely related to the study topic, and answerable within the framework of the chosen research methodology. In quantitative studies, these questions

are often linked to variables and later formulated as hypotheses. In qualitative studies, however, the questions are exploratory in nature, opening the door to understanding the phenomenon in its natural context.

Formulating the questions accurately and methodically is a crucial step that ensures the integrity of the research design and guides the student during data collection and analysis. Therefore, it is advisable to review them with the supervisor to ensure they align with the study's objectives, problems, and theoretical framework.

Hypotheses in an experiment are testable, specific statements that predict the expected relationship between variables. They are the basis for scientific investigation, infuencing method, data collection, and analysis. A well-crafted hypothesis sets the stage for the study and directs the researcher on what to measure and how to interpret results. Hypotheses are usually content-driven (coming from a literature review or theoretical framework) and are crucial in quantitative research, because they are tested as a means of ascertain the truths or falsehood of assumptions regarding the phenomenon being studied.

Chapter Two: Literature Review (Previous Studies)

When reviewing the literature, the student must highlight the aspects not covered in previous studies and demonstrate the gap that their research intends to address. It is recommended to use a table to summarize the studies (title, author, methodology, tools, results) and analyze them to link them with the study problem.
After agreeing with the supervisor on the research topic, the student should discuss how to present the relevant literature and previous studies in the research proposal. For example, how many studies/articles need to be reviewed and how they will be incorporated into the research.

Literature Review Involves:

- Identifying and summarizing studies related to the chosen topic.
- Analyzing and gathering previous studies on the research topic.
- Focusing precisely on what is relevant to the research.
- Developing the theoretical and conceptual framework.
- Defining key concepts in the research.
- Determining the relationship between ideas and application.
- Linking results with previous studies.
- Clarifying the context of the topic or problem and placing the research in a chronological context.
- Differentiating between what has been completed and what still needs to be done.
- Identifying previous research that is similar and could be further expanded.
- Determining the main methodologies and the research methodology used.
- Assessing how the topic is related to current and past studies.
- Comparing and contrasting findings with previous research.
- Clarifying the importance of the research.
- There is no single method for conducting a literature review, but several ways researchers use to present, summarize, and evaluate literature and studies.

Here are some recommended steps:

- Start by identifying the keywords related to your research topic.
- The student should browse the internet or search in the university's learning resource center, then search for electronic books from journals and books.
- Initially, try to locate between 10 to 26 articles or studies that are related to your topic.
- Create a visual representation (such as a concept map).
- Write summaries for the relevant articles or studies.
- You must organize the research objectively and structure the important concepts.

- You should convince the reader that your study is important and meaningful, clearly define the research problem, and justify the need for further research.
- The literature review section in your research should:
- Support the research problem.
- Include extensive studies on the topic.
- Highlight the literature and previous research related to your subject.
- Identify some of the limitations and gaps in the studies.
- Form the theoretical and methodological framework, as well as the research design

The student should provide background information about the research problem in order to establish logical justifications for it, drawing on previous studies that are directly related to the theory adopted in the study. Accordingly, the student is expected to begin with a concise background on the topic, then move toward an in-depth discussion using relevant sources. It should be emphasized that a good literature review is one that enables the researcher to identify the knowledge gap on which the research problem is based.The main themes that this chapter focuses on include: the concepts of the study variables, the theory and its connection to the problem, and the topic in its application environment — all supported by relevant previous studies.

For example, if a study addresses a topic under the title *"The Relationship between Time Management and Work Stress among Educational Planning Staff at the Ministry of Education"*, then the headings of Chapter Two (the literature review) might include: the concept of work stress and the factors affecting it; the concept of time management; work stress among educational planning staff at the Ministry of Education; the relationship between work stress and time management (studies); the theoretical and conceptual framework on which the research is based; the research model and the knowledge gap the study seeks to explore. It is important to note that a literature review does not mean merely listing elements of the topic. Rather, the researcher must attempt to identify a research gap that constitutes the research problem, which in turn motivates the study.

Students should avoid the following common mistakes when writing Chapter Two:

- Including studies that are not directly related to the research topic.
- Lacking a solid theoretical foundation to support the study.
- Weak connection between the content of the variable in the literature review and the research tool measuring that variable.
- Including too few studies in the review.
- Poor documentation of previous research efforts related to the topic.
- Overuse of headings that could otherwise be combined and simplified.

Chapter Three: Methodology Selection and Data Analysis

In this chapter, the student presents a detailed description of the research methodology, the study population and sample, along with all demographic characteristics of the sample in numerical form. The chapter also includes details about the research instruments used to collect data. The student may rely on standardized measurement tools whose psychometric properties have been validated in different research contexts, provided that official permission has been obtained from their designers, and that they have been translated using an academically recognized method. Ensuring the validity and reliability of the research instruments is essential, even if the tool is standardized internationally, due to the differences in populations and samples.

This chapter should also cover the study's limitations, the variables involved, methods of data analysis, and the research procedures.

Common Mistakes to Avoid in Writing Chapter Three:

- Lack of precision in identifying the research method (e.g., descriptive method differs from correlational method).
- Failure to explain how the sample was selected.
- Lack of connection between the sampling technique and the statistical method used.
- Confusing methods of testing validity and reliability.
- Mixing up content validity with face validity.
- Not citing the sources used to develop the research instrument.
- Providing an overly brief description of the study procedures.
- Selecting a panel of experts whose specialization does not reflect the topic of the study.
- Failing to carefully consider the research design and methodology, which directly affects the procedures and results.
- Not clearly identifying the study population (individuals, companies, or institutions).
- Failure to determine sample size systematically and support it with references.
- Insufficient description of how data will be collected (surveys, experiments, interviews), including tools or equipment required.
- Inadequate explanation of how the data will be analyzed and interpreted using analytical tools (e.g., software, models) to answer the research questions.
- Overlooking cost and effort considerations.
- Ignoring potential sampling bias (representativeness of the sample).
- Underestimating the amount of data that can be feasibly collected.
- Failure to consider the speed of data collection.
- Overlooking administrative issues (e.g., management, auditing, data entry).
- Not ensuring the comprehensiveness of the information gathered.

Before data collection, the researcher must decide whether data will be gathered from the entire population (census) or from a sample.

Two types of sampling should be considered:

- **Probability sampling** (random sampling, where each individual in the population has an equal chance of being selected).
- **Non-probability sampling** (targeted samples).

It is crucial to use methods appropriate for the type of data to be collected and aligned with the research objectives. These methods must be justified with the same level of rigor applied to justifying data collection. The researcher must demonstrate to the reader that the methods were not chosen randomly but rather based on thorough research and critical thinking. The main goal is to identify significant patterns and trends, analyze the data, and present results in a meaningful way.

Research Timeline

A research timeline helps determine the scope of the study by specifying the duration of each task.

It may include:

- Allocating time for reviewing literature and studies.
- Securing approval from the ethics committee.
- Testing the research design.
- Collecting data and entering it into the computer.
- Analyzing data and writing results.

Approval of the Research Proposal

In some postgraduate programs, a panel of examiners will be formed to review, discuss, and approve the research proposal. The student must be well prepared to defend their proposal and respond to the panel's questions. They may also be required to make necessary revisions to the proposal before resubmitting the final version.

For the proposal defense, the student should prepare a **10–15-minute presentation** that includes the following slides:

- Statement of the research problem (1 slide)
- Literature review (1 slide)
- Purpose of the study (1 slide)
- Research question(s) (1 slide)
- Significance of the study (1 slide)
- Study population and sample (1 slide)
- Research methodology (1 slide)
- Data collection methods (1–2 slides)
- Data analysis methods (1 slide)
- Research timeline (1 slide)
- Thank you / Questions (1 slide)

Expanding the Literature and Studies

Once the topic has been selected during the pre-proposal stage of the project or thesis, and after a supervisor has been appointed, the student should begin a serious review of the sources, references, and books related to the research. It is also advisable for the student to discuss ideas with faculty members in the field, colleagues, and other supervisors, as such discussions will support the progress of the research. The research questions that the student formulates, and the clarity with which they are stated, will determine the type of sources to be sought and used in the study. At the postgraduate level, sources are wide-ranging and may include interviews, newspapers, journals, films, statistics, television scripts, and more.

The student can obtain sources from various places. The supervisor may suggest useful references, and books providing background information can also be found in the library or through online resources. These books may be used to create a list of references cited by other authors—most books include a bibliography at the end, or footnotes that indicate the evidence used to support particular points. Authors often cite both primary and secondary sources. The student should be selective in this process: it is neither possible nor practical to read everything. Instead, the student should focus on the most important and relevant sources, which can often be identified by how frequently they are cited or referenced by other researchers.

It is often necessary for the student to begin with secondary sources to establish the general framework of the study before moving on to primary sources. At each stage, the student should take notes not only on factual details but also on the reasoning, controversial points, and useful quotations that may strengthen the writing. (A short, well-chosen quotation can add impact to a thesis or research project.

The Note-Taking Process

The process of taking notes involves three main stages:

First: Select information carefully.

The student should not attempt to write down everything, as this will quickly become overwhelming. Instead, the student must learn to capture only the essentials. At first, too much may be recorded, but over time the student should become more precise—especially if the key research questions are kept in mind. Irrelevant details should be eliminated. Books should also be used selectively; there is no need to read an entire book if only a few pages are relevant.

Second: Record full reference details.

The student must take accurate notes of the source for each reference consulted. For journals, the title, date, and page numbers should be recorded; for official reports, the title, volume number, date, and page numbers, and so on. Abbreviations may be used for efficiency, but without these details, the student may struggle to locate the reference later when preparing footnotes or the bibliography. Careful documentation during note-taking will save time and prevent mistakes in referencing.

Third: Organize notes systematically.

Notes should be arranged in a way that allows the student to easily access them when writing the thesis or project. Because a thesis covers a broader scope than a regular essay, it is crucial for the student to have quick access to notes on specific issues. This allows key arguments to be justified with appropriate evidence. The student should avoid recording the same piece of evidence more than once, as this wastes time.

To maintain a clear record of books, articles, or archival sources, the student must note exactly where specific evidence was obtained. A precise system for structuring notes should be developed. One effective method is to organize notes by chapters, preparing each chapter separately. (This highlights the importance of having a detailed outline before progressing too far in the research.) Since some evidence may be relevant to more than one section, a cross-referencing system should also be established.

For this reason, many students may find it useful to use an index card system. Each card contains a single piece of information with full source details. These cards can be numbered, referenced, and kept separate for use when writing the relevant chapter.

Part Three: Conducting the Study and Writing the Thesis

Introduction:
This section focuses on the practical aspects of conducting research, starting from data collection and analysis using appropriate statistical or descriptive tools, to writing the results and discussion, and formulating recommendations. This part is central to transforming the proposal into a research achievement that can be evaluated.

Data collection

Data Collection is a continuous process of gathering and measuring data related to the research variables in a well-established, systematic manner that enables the researcher to answer the stated research questions, test hypotheses, and evaluate results. In the research design and methodology section of the proposal, the student may have identified one or more data collection methods, such as observation, personal interviews, surveys through questionnaires, and case studies—after examining the face and content validity of research tools. At this stage, the student implements the tools and collects data to answer the research questions or hypotheses.

Qualitative research often requires spending a considerable amount of time at the research site(s) and/or with participants who help answering research questions. It is important for the student to build relationships with key participants in project/dissertation/thesis.

When collecting qualitative data, the student needs to consider the following conditions:

- Good qualitative data should be recorded in rich detail and description.
- Data can only be accurately analysed if it is recorded or written down as soon as possible.
- Set a goal for yourself: write down your data within 24 hours of observation.
- Decide whether (and how) you will transcribe your interview data. Make sure to allocate time to review the full transcript of the recording.
- Ensure consistency in your dataset (i.e., follow the same procedures when administering data collection tools to increase the reliability and accuracy of your data).

Quantitative and Qualitative Data Analysis

In project/dissertation/thesis proposal, the student needs to specify how to analyze research data and which software will be used.

Quantitative Data Analysis
Below is a guide and tips for analysing quantitative data:
Step 1:
Mention some information about who did or did not complete the survey.
Step 2:
Discuss the method through which the data will be collected.
Step 3:
Discuss a plan to provide a descriptive analysis of the data for all independent and dependent variables in the study.
Step 4:
If the proposal includes a tool with scales or a plan to develop scales (i.e., combining items into scales), specify the statistical procedure (e.g., factor analysis) used to achieve that.

Step 5:
Identify the statistics and statistical analysis software (e.g., SPSS) used to test the main research questions or hypotheses in the thesis/project. The inferential questions or

hypotheses involve variables or group comparisons so that conclusions can be drawn from the sample to the population using SPSS, available at Sohar University in the computer labs at the Rustaq and Barka Buildings, and the PG Hall on the third floor of the Learning Resources Centre.

Step6:
The final step in data analysis is presenting the results in tables or figures and interpreting the results from the statistical tests.
This interpretation includes several steps:

- State whether the statistical test results are statistically significant or not.
- Explain how the results answered the research question or hypothesis. Do the findings support the hypothesis, or do they contradict expectations?
- Explain what might account for the results. This interpretation may refer to the theory proposed in the study, previous literature as reviewed in the literature review, or logical reasoning.
- Discuss the implications of the results for practice or for future research on the topic.

Qualitative Data Analysis

Qualitative analysis is a systematic process that involves the following steps:
Step 1: Organization and preparation.
Step 2: Reading through all the data.
Step 3: Beginning detailed analysis, including the coding process.
Step 4: Using coding to identify categories or themes for analysis.

It is especially important to carry out Step 3 (the coding process) with care and thoughtful consideration, as it is crucial for interpreting qualitative data. Coding refers to the process of organising material into segments or chunks of text before deriving meaning from the data.

The following recommended steps, drawn from literature and previous studies, may also be considered:

1. **Gain a general understanding of the content**. Carefully read through all transcripts. You may jot down initial ideas that come to mind.
2. **Choose one document (e.g., a single interview)** — the most interesting or shortest and ask yourself, "What is this about?"
   Focus not on the exact content but on the underlying meaning. Write notes in the margins.
3. **After completing this process with several participants**, create a list of all the emerging topics. Group similar topics together. Organize these into columns or classify them into main topics and subtopics.
4. **Now return to your data with this list**. Abbreviate the topics into codes and write the codes next to the corresponding parts of the text. Try out this initial organization to see if new categories and codes emerge.
5. **Look for the most descriptive phrases** related to your topics and turn them into categories. Try to reduce the total number of categories by grouping related topics together. Draw connecting lines to show relationships between categories. Then, make final decisions on the abbreviation and labeling of each code.
6. **Gather all data segments** related to each category in one place and conduct preliminary analysis.
   If needed, recode the data.
7. **The best way to organize the results is:**
   - First, according to the research questions.
   - Second, by theme/topic.

Note: Most software is only available for PC platforms.
Software for Qualitative Data Analysis:

- **MAXQDA** – http://www.maxqda.com
- **ATLAS.ti** – http://www.atlasti.com
- **QSR NVivo** – http://www.qsrinternational.com

Sohar University has a licensed version of **ATLAS.ti,** available on computers in the **Graduate Studies Hall, third floor of the Learning Resources Center.**

Results and Recommendations

The stage of presenting and discussing the results is one of the most important phases in preparing a thesis or dissertation, as it demonstrates the researcher's ability to analyse and interpret data and connect it to the theoretical context of the study. It also highlights their capability to draw logical and realistic conclusions and to provide evidence-based recommendations.

First: Presenting the Results

- Results should be presented objectively without interpretation or personal opinion at the beginning.
- In quantitative studies, results are presented using tables, charts, descriptive and inferential statistics (such as means, standard deviations, correlation coefficients, T-test, or ANOVA results).
- A logical order is recommended: question → result → table → brief comment.
- In qualitative studies, results are presented within themes or categories derived from thematic analysis (coding), along with selected quotations from participant data.

Second: Discussing the Results

- Discussion begins immediately after presenting each result and aims to interpret the findings and link them to previous literature.
- It is preferable to use interpretive phrases such as: "This result agrees with the study…" or "This result differs from the findings of…".
- It is advisable to mention factors that may have influenced the results (such as the research environment, sample characteristics, or study tools).
- Results should be linked to the theoretical framework or conceptual model used.
- The discussion should demonstrate critical and analytical thinking, not just a superficial description.

Third: Formulating Recommendations

- Recommendations are directly derived from the study's findings and should be practical and realistic.
- Recommendations can be addressed to:
- Educational institutions/government agencies
- Teachers or educational officials
- Researchers interested in the field
- It is preferable to classify recommendations into: (1) practical, and (2) research-related (for future studies).
- Recommendations should be concise, precise, and within the scope of the study.

Fourth: Conclusion

- After finishing the presentation and discussion of results, this phase ends with a paragraph summarizing the main findings of the study.
- It may also include a proposed vision, an applied model, or a developmental framework resulting from the study—if necessary.

Common mistakes students should avoid when discussing results and writing recommendations:

- Failing to link the discussion of results to the previous studies referenced in the thesis/dissertation.
- Providing recommendations that differ from the study's findings.
- Vague or ambiguous recommendations.
- Lack of a proper conclusion for the thesis.
- Suggestions that fall outside the research context.

Part Four: Formatting and Technical Presentation of Research

Introduction:
This section provides detailed guidelines on the final technical format of the research project, thesis or dissertation. It includes elements such as the cover page, tables of contents, formatting of tables and figures, and academic writing standards. Adhering to these guidelines contributes to producing a professional scholarly document befitting the university level.

General Structure of the Research (Contents of the General Research Structure)

The general structure of the research is the organizational framework that ensures the thesis or dissertation is presented in a coordinated, clear, and systematic manner. This structure includes a set of essential components that must be present in all academic theses, such as cover pages, tables of contents, lists of tables, figures, abstracts, main chapters, appendices, and references.
This section of the guide aims to assist students in organizing the formal elements of their research in accordance with the academic standards adopted by the University of Sohar. It also provides precise instructions on how to arrange, format, and phrase these elements, taking into account the type of research (project, thesis, dissertation).
The student must adhere to this general structure to ensure the quality of academic presentation and facilitate the evaluation and review process by supervisors and examiners.

The general structure consists of the following:

1. Cover page in the language of the thesis.
2. Page of the supervisory committee, formation of the examination committee, and thesis approval in the language of the thesis.
3. Dedication page (optional).
4. Acknowledgment's page.
5. Table of contents.
6. List of tables.
7. List of figures.
8. List of appendices.
9. Abstract in Arabic.
10. Abstract in English.
11. Thesis chapters and main text.
12. References list.
13. Appendices.

Guidelines for Writing the Components of the General Structure of the Thesis:

Formatting tables, figures, and appendices is a fundamental element in the technical layout of a thesis or dissertation, as it enhances clarity, accuracy, and the organization of information in a way that facilitates the reader's understanding of data and findings. Tables and figures should be inserted in their appropriate places within the text, close to the content that explains or references them. Tables should be numbered sequentially within each chapter, with a clear and concise title placed above them, while any explanations or sources (if applicable) should be included below. As for figures and charts, they should be of high quality and used only when they provide genuine explanatory value. The title of a figure or chart should be placed directly below it, written in italics, and labeled according to its sequential numbering within the chapter (e.g., Figure 3.2). All figures should have clear details and be printed using appropriate colors (if necessary), while ensuring readable fonts within the figure itself. Regarding appendices, they include supplementary research materials such as study instruments, accreditation letters, statistical analysis results, questionnaire samples, and any additional documents the researcher deems important. Appendices should be placed at the end of the

thesis after the references and labeled using letters (Appendix A, Appendix B, etc.). Each appendix title must match its mention in the list of appendices. Additionally, appendices should follow a logical order based on their appearance in the main text and should be referenced in the body of the thesis when cited.

1. **Cover Page (in the thesis language):**

The cover page should include the following:

- The logo of Sohar University, the university name, college name, and program name (top right).
- The title of the thesis/dissertation in the thesis language (centred).
- The degree (Master's or Doctorate).
- The specialization (e.g., Educational Administration / Curriculum and Teaching Methods).
- The researcher's name and title (centred).
- The names and titles of supervisors (centred).
- The year of preparation (on the left).
- The outer cover of the thesis should be hardbound, dark blue in colour, with text (both Arabic and English) written in bold, gold embossed, and font size 16.
- The English title should be in uppercase letters.

2. **Supervision Committee and Examination Committee Page (in the thesis language):**

This page should include:

- University logo and college name (top right).
- Thesis/dissertation title in the thesis language (centred).
- Researcher's name and title (centred).
- Supervision committee members and signatures.
- Examination committee members, approval statement, and signatures.

3. **Dedication Page (Optional):**

- This is an optional page where the researcher writes a dedication, centred on the page.
- Title font size: 18, bold.
- Dedication text font size: 16, bold.
- The dedication text uses the same font style as the main thesis text.

4. **Acknowledgement Page:**

- This page is where the researcher thanks those who helped in completing the research, such as supervisors, colleagues, field study tool evaluators, the sample participants, and institutions that assisted in data collection.
- The title "Acknowledgement" is placed 5 cm from the top of the page.
- Title font size: 18, bold.
- Text font size: 14, regular.
- The acknowledgement text uses the same font style as the main thesis text.

5. **Table of Contents:**

- Includes main and subheadings for all contents and chapters of the thesis. Follow these rules:
- Numbering must be consistent with the numbering used in the thesis chapters.
- Page numbers must be accurate and placed opposite each heading.
- Title font size: 18, bold.
- Chapter titles font size: 14, bold.
- Main headings and subheadings font size: 14, regular.

- Use the same font style as the thesis text.

6. List of Tables:

- Contains a list of all tables included in the thesis chapters. Follow these rules:
- Tables are ordered according to their appearance in the thesis, not alphabetically.
- Each table must have a specific title, and the title listed in the list of tables must exactly match the title used in the thesis text.
- Title font size: 18, bold.
- Font size inside the list: 14, regular.
- Use the same font style as the thesis text.

7. List of Figures:

- Contains a list of all figures included in the thesis chapters. Follow these rules:
- Figures are ordered according to their appearance in the thesis, not alphabetically.
- Each figure must have a specific title, and the title listed in the list of figures must exactly match the title used in the thesis text.
- Title font size: 18, bold.
- Font size inside the list: 14, regular.
- Use the same font style as the thesis text.

Guidelines for Appendices:

Appendices include supplementary information that complements the research framework. These may consist of approval letters for adopting research tools, study instruments, ethical approval, and other relevant documents.

8. List of Appendices:

- Contains a list of all appendices included in the thesis/dissertation. Follow these rules:
- Appendices must be arranged according to their order of appearance in the thesis, **not alphabetically.**
- Each appendix must have a clear title, and the title in the list of appendices must exactly match the title given at the end of the thesis.

9. Abstract in Arabic:

The abstract is a summary of the study's content and should include:

- The purpose of the thesis/dissertation,
- Justifications for the study,
- Definitions of the temporal, spatial, and human boundaries (study population and sample),
- The methodology and steps the researcher followed,
- Description of the main results,
- Explanation of the key recommendations.

Rules to follow when writing the abstract:

- Write the thesis title at the top centre of the page in bold, followed by the word "الملخص" (Abstract), then the student's name and supervisor's name.
- Write the abstract in paragraphs, not as bullet points.
- Do not indent paragraphs in the abstract.
- Write numbers numerically, unless they begin a sentence.
- Title font size: 18, bold.
- Text font size: 14, regular.
- The abstract should not exceed 300 words. Line spacing can be reduced to keep the abstract on one page.
- Include keywords below the abstract.

- Use the same font style as the main thesis text.

10. Abstract in English:

The English abstract is a translation of the Arabic abstract and should follow these rules:

- It should be on a separate page titled "Abstract".
- Numbers are numeric unless they start the sentence.
- Title font size: 18, bold.
- Text font size: 14, regular.
- Keywords (Key Words) should be added below the abstract.
- Font type: Times New Roman.

11. Research project/ Dissertation/Thesis Chapters:

Chapter One: Introduction

- Provides an introduction to the thesis topic and rationale for selecting it.
- Includes introduction, problem statement, research questions/hypotheses, objectives, significance, boundaries, and operational definitions.

Chapter Two: Literature Review

- Presents a comprehensive theoretical background of the study topic and the results of the related previous studies.
- Integrates previous study results into the theoretical framework where appropriate.

Chapter Three: Methodology and Procedures

- Details the study methodology, population and sample data, research instruments, and procedures to verify validity and reliability, along with implementation steps.

Chapter Four: Results and Recommendations

- Presents the results for each question or hypothesis.
- For quantitative studies: first present descriptive statistics (means, standard deviations, distribution normality), then inferential statistics for each question/hypothesis.
- Use appropriate tables and graphs to clearly and effectively display results.

Common mistakes to avoid when writing results:

- If the population and sample are the same, do not use inferential statistics.
- If data are not normally distributed, use non-parametric tests.
- Errors in choosing statistical tests; for example, ANOVA is not appropriate if group sizes differ widely.
- Excessive repetition of survey item frequencies or listing all items in each section.
- Overcrowded tables with unnecessary data.

Part Five: Formatting, Documentation, and References

Introduction:
This section explains the university's approved documentation system (APA 7th edition), clarifies methods for citing sources within the text, and demonstrates how to prepare reference lists. It also presents citation examples for various sources, helping students ensure academic integrity and avoid plagiarism.

Editing, Formatting, and Writing Style

The student begins writing the research project/thesis/dissertation after the research proposal has been approved by the examination committee and data has been collected and analysed. At this stage, the researcher proceeds to write the remaining chapters of the research project/thesis/dissertation, considering continuous revision, organization, and editing of the content.

Editing

The editing process follows the **American Psychological Association (APA) Style, 7th Edition, 2019**. It is essential to adopt a clear and systematic approach when organizing and formatting the elements of a research project/thesis/dissertation in order to meet academic quality standards. The more distinguished the project research/thesis/dissertation is in terms of content and writing quality, the more likely it is to be valued by readers. Achieving this requires thoughtful design and organization. The researcher must ensure that the writing style and structure enhance both the appeal and academic rigor of the work.

Font Size and Type
The preferred font is **Times New Roman (12-point)**. Other acceptable fonts include **Calibri (11-point), Arial (11-point), Georgia (11-point), and Lucida Sans Unicode (10-point).**

Heading Levels
- Level 1: (chapter heading) Centred, Bold, Title Case Heading
- Level 2: Left-aligned, Bold, Title Case Heading
- Level 3: Left-aligned, Bold Italic, Title Case Heading
- Level 4: Indented, Bold, Title Case Heading. Text begins on the same line.
- Level 5: Indented, Bold Italic, Title Case Heading. Text begins on the same line.
- Note: Headings should not be numbered in APA 7.

Page Margins
Page margins must be set uniformly at 2.5 cm on all sides of the page; the left margin should be 3.5 cm. This formatting ensures proper alignment and accommodates the binding process without affecting the content layout.

Line Spacing and Alignment
The entire document must be formatted using **double line spacing (2.0).** This applies to all text sections, including quotations, references, tables, and figure captions, unless otherwise specified.
All text should be aligned to the **left margin only**, leaving the right edge ragged. Full justification is not recommended as it may reduce readability.

Page Numbering
Preliminary pages—starting from the **cover page** and continuing through to the abstract—should be numbered using **lowercase Roman numerals (i, ii, iii, …).** The cover page itself should not display any page number, although it is counted in the sequence. Starting from the first chapter of the thesis or dissertation, **Arabic numerals (1, 2, 3, …)** should be used for

page numbering. Page numbers must **appear in the top right corner of every page, including the title page**.

Formatting

To facilitate the technical layout process, this guide provides a dedicated appendix that includes a summary table outlining the approved formatting specifications, such as font type and size, spacing, page numbering, and the formatting of tables and figures. In addition, a checklist is provided to assist students in reviewing their work before submitting the final version.

Table Formatting

- If an entire table is reproduced from another source, **prior written permission** must be obtained from the original author. The source must be **properly cited below the table**.
- Tables should be **left-aligned**.
- It is essential that tables are presented **clearly and legibly**, including all content. **Font size may be reduced within tables** to enhance clarity and fit.
- When referring to tables in the text, do **not** use phrases such as "the table above" or "the table below." Instead, refer to the table by its **assigned number** (e.g., Table 2.3).
- Tables should be **left-aligned** within the document and placed as close as possible to the relevant text reference.

- Tables are to be numbered sequentially within each chapter. For example, "Table 2.3" refers to the **third table in Chapter Two**.
- The **table number** should be written in **regular font**, and directly below it, the **table title** should be written in **italic font**, using the same size.
- Tables should have **open formatting** with only **three horizontal lines**. Bold formatting should be applied to the **column headers (top row)** and the **first column on the right**.
- Line spacing within tables may be **reduced** to improve visual presentation and space efficiency. Tables should include **no vertical lines**, and only horizontal lines at the top, below the headers, and at the bottom of the table. Avoid over-formatting.

Table 2.3
Students' Use of technology outside classroom

Outside Classroom Items	Mean	S.D.
Access SULMS (Moodle)	2.75	1.30
Read articles	3.05	1.30
Translate texts from Arabic to English and vice versa	3.55	1.32
Search for information	4.10	0.98

Formatting of Figures and Images

It is essential to ensure that all figures and images are presented **clearly and with all details visible**. It is recommended to use a **sans-serif font** for any text included within figures. Acceptable file formats for figures include **TIFF, EPS, JPG, and PNG**.

When referring to figures or images in the text, do **not** use phrases such as "the figure above" or "the image below." Instead, refer to them by their **assigned number** (e.g., Figure 2.3).

Figures and images in English texts should be **centered** or aligned according to the text flow, and clearly separated from surrounding content using appropriate spacing. There must be **double spacing** between the surrounding text and the figure or image to ensure proper visual separation.

If a figure or image is **reproduced from another source**, the source must be **cited directly below the figure or image**.

Figures and images must be **numbered sequentially within each chapter**. For instance, "Figure 2.3" refers to the **third figure in Chapter Two**.

The **figure number** should be written in **regular font**, and the **figure title** should appear **directly below** in **italic font** using the **same font size**.

Writing Style

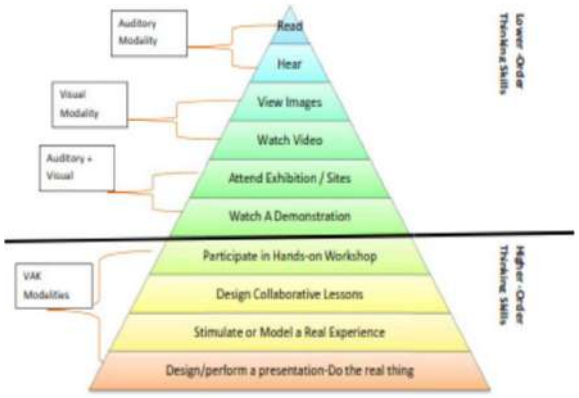

Figure 1.1
Model for Effective Instruction
Adapted from Smith (2019)

Continuity of Ideas
Continuity in writing is achieved by maintaining a consistent focus on key words and concepts throughout a paragraph. Ideas should be developed in a cohesive flow from the beginning to the end of the paragraph. This continuity is supported through several techniques, most notably the **effective use of punctuation**—neither excessive nor insufficient—as well as the **use of transitional words and expressions**, which help maintain the **flow of thought**, especially in complex texts. Temporal, additive, and alternative connections also contribute to smoother transitions between ideas.

Fluency in Expression
Ask a peer to read your writing to help identify missing elements, irrelevant words, or abrupt transitions. Ensure consistent verb usage—**present and past tenses should be used appropriately**, such as the **present or past tense in literature reviews** and the **past tense when discussing results**.

Simplicity in Expression
Scientific writing differs from creative writing. **Avoid intentional ambiguity** and **eliminate speculative statements**. Do not jump abruptly from one idea to another; instead, ensure each idea flows logically into the next.

Tone of Writing
The tone should be clearly reflected, especially in the discussion of results. Present ideas and findings **clearly and directly** while maintaining an engaging tone that reflects your **active engagement with the research problem**.

Economy of Expression
Say only what needs to be said. Writing should be concise, avoiding **redundancy, verbosity, jargon, evasive language, overuse of weak words, indirect speech**, and unnecessarily heavy text.

Accuracy and Clarity
Ensure that your message is **clearly understood** by the reader. Avoid colloquial expressions and strive to use **technical terms consistently**. Vague comparisons and excessive use of pronouns can confuse the reader. Use **clear and engaging language** and apply **parallel structure** where appropriate.

Reducing Bias in Writing
Writers should avoid making assumptions about individuals and strive to maintain objectivity throughout the text. To minimize bias in academic writing, it is important to describe individuals with an appropriate level of specificity and respect. For instance, when referring to age, stating "ages 35 to 60" is more accurate and respectful than using vague ranges like "35 and above." Similarly, using terms like "students in rural schools" provides more clarity than "students in villages." Writers should be mindful in their classifications, preferring expressions such as "participants in the study" instead of "the sample," and should avoid judgmental or stigmatizing terms like "failed." Additionally, descriptive adjectives should follow the nouns they modify, as in "the student will obtain the license" rather than "the student will obtain his license." When categorizing by age, children are typically defined as individuals under 12 years old, adolescents as those under 18, and young adults as individuals between the ages of 18 and 24. Beyond this age group, it is appropriate to use general terms such as "man" and "woman."

Use of Grammar
Prefer the **active voice** over the passive. For example, write "**The researcher conducted a survey of sixth-grade students**" rather than "**A sample of sixth-grade students was surveyed**."

Punctuation Marks
Punctuation helps create the rhythm of the sentence and guides the reader on when to pause (comma, semicolon, colon), when to stop (period or parentheses), or when a shift in meaning occurs (dash or parentheses). A small space should always follow any punctuation mark.

- Comma (,): Used to separate items in a series and after introductory words or clauses.

Example: height, weight, and age.

- Semicolon (;): Separates two independent but related clauses.

Example: The results were consistent; the reliability score was high.

- Colon (:): Introduces explanations, lists, or quotations.

Example: The study addressed two main factors: motivation and performance.

- Em dash (—): Indicates abrupt changes or emphasizes content. No spaces around the dash.
- Quotation Marks (" "): Used for direct quotations or when introducing an unfamiliar term (only on first use).

Example: The term "value-added" refers to…

- Parentheses ( ): Used for abbreviations, references, or clarification.

Example: (e.g., WHO, 2020)

- Slash (/): Used for paired terms or date ranges. Example: 2022/2023.
- Italics: Used for book and journal titles, scale labels, and key terms.
- Abbreviations: e.g. (for example), i.e. (that is), etc. (and so forth), vs. (versus).

➤ Do not begin a sentence with these abbreviations.

Numbers:

- Use numerals for numbers 10 and above.

Example: 11 participants, 56 years old.

- Always use numerals for: age, dates, times, money, scores, percentages, and statistical data.
- Spell out numbers below 10 unless part of a measurement.

Example: Five participants completed the task.

- Spell out numbers that begin a sentence.

Example: Twenty students participated in the study.

Statistical Notation:

Define symbols like M (mean) and SD (standard deviation) on first use.

Example: The average score (M = 23.4, SD = 4.1) was high.

In-Text Citation Guidelines

Cite all sources you have relied upon in research. These may include books, journals, electronic materials, conferences, interviews, television broadcasts, and more. In-text citations follow two main formats: the author can appear within the sentence or inside parentheses.

Type of Citation	First Citation in Text	Subsequent Citations in Text
One work by one author	Walker (2007)	Walker (2007)
One work by two authors	Walker and Allen (2004)	Walker and Allen (2004)
One work by three authors	Bradley et al. (1999)	Bradley et al. (1999)
One work by four authors	Bradley et al. (2006)	Bradley et al. (2006)
One work by five authors	Walker et al. (2008)	Walker et al. (2008)

- There is a difference between quotation and plagiarism. The former is permitted, while the latter is not. Quotation means taking a specific idea from a source and rephrasing it in your own words (not copying it exactly as it is). In this case, you must cite the source without using quotation marks and without indicating the page number(s). However, if you take the entire text without change (copy-paste), you must place the passage within quotation marks, cite the source, and include the page number.

You may continue writing the paragraph if the quoted section is less than 40 words. If it exceeds 40 words, you must place the quoted text in a new line without quotation marks and indent half an inch from both sides. If you do not follow these rules, the idea is considered plagiarized. Notice the example:

However, some psychologists emphasize the importance of all creative abilities. When assessing students' creative abilities, the teacher must evaluate fluency, originality, flexibility, and elaboration. Fluency means generating the largest possible number of responses to an idea, but these responses must be relevant to the question or activity. Flexibility refers to shifting the pattern of responses from one idea to another, moving answers from one topic to

another. Originality refers to the rarity and uniqueness of the idea, and the sense of surprise when reading or observing it. *(Al-Nasri, 2006, p. 67)*

- The page number should be written as follows: *(Al-Fadli, 2003, p. 13)*. If the quotation spans multiple consecutive pages, write it as *(Al-Fadli, 2003, pp. 13–15)*. But if the quotation is from multiple non-consecutive pages, write it as *(Al-Fadli, 2003, pp. 13, 18)*.
- When you copy a full text, paste it exactly as it is, even if it contains errors. However, if the error is confusing to the reader, write the confusing word or words in *italics*.
- For works submitted by institutions or organizations, write the full name the first time, followed by its abbreviation in later references. If the name is long and the abbreviation is well known, you may write the abbreviation from the beginning. But if the name is short and the abbreviation is not familiar, write the full name every time.
- If there are two authors with the same last name and the same publication year, you write: *M. Light and I. Light (2006)*. However, if you're using in-text citation in parentheses, write it as *(Light & Light, 2006)*.
- If the work does not have an author, write a few words from the title of the study or book, e.g., *"Educational Supervision," 2007*.
- If you're citing two works by the same author, you write: *(Al-Shadhli, 2001, 2003)*.
- If you are referencing more than one work by the same author in the same year, you should add a letter for each work: *(2005a, 2005b, 2005c)*.
- When referencing multiple sources, list them alphabetically: *(Al-Shadhli, 2001; Hamed, 2009; Youssef, 2005)*.
- When citing a source mentioned within another source, write: *Al-Balushi (cited in Al-Rahbi, 2006)* — meaning this idea is originally from Al-Balushi (whom you did not consult), and you found it in Al-Rahbi's work (which you did consult). In the references, you cite Al-Rahbi, not Al-Balushi.
- When citing classical works, write the year: *(Hamdan, 1931)* or *Hamdan (1938/1920)*.
- If the work is translated, write the translator's name and both the original and translated publication years, for example: *(Al-Nasri, 1995/1955)*.
- In classical works, write the volume number instead of the page number, for example: *(Ibn Khaldun, 2000, Vol. 3)*.
- If the author is unknown, write the title of the document (e.g., book, journal), followed by the year.
- Personal communications such as phone calls, interviews, discussions, undocumented meetings, or emails are cited by mentioning the last name first, followed by the first name of the person contacted, and include the month, day, and year of communication.
  For example: *Al-'Isri, Amer (phone call, March 22, 2018), pointed out that the phenomenon of linguistic weakness...*
  This type of source is not listed in the reference list; it is only cited within the text.

Documenting References and Compiling Reference Lists

This guide provides APA citation models for sources written in foreign languages (e.g., French, German), along with guidelines for documenting official Arabic websites. Students are encouraged to diversify their sources while maintaining international standards.

General Principles:

- Written and electronic documents generally follow the same format. For electronic references, add a **DOI** when available. For documents without a DOI, include the **URL**.
- References must be arranged alphabetically by the **author's last name**.
- Use regular font for all text except the **document title** (book or journal), which should be in *italics* along with the subtitle (if applicable).
- If no publication date is available, write **"n.d."** (no date).
- For English-language sources, capitalize only the **first letter of the first word** and the first letter of any subtitle (if present).
- List **all authors**, even if there are up to 20 for a single work.
- For multiple works by the **same author(s)**, arrange them chronologically (e.g., Al-Nasri (2003) precedes Al-Nasri (2004)).
- A **single-author source** precedes a co-authored work by the same author:
- Al-Nasri, H. (2005).
- Al-Nasri, H., & Hatem, A. (1998).
- Sort references by the **author's last name**. If last names are identical, sort by the **first initial**. If those match, proceed to the **third letter**:
- *Ahmed, N. (2007)*.
- *Ahmed, Y. (2009)*.
- For identical author names, sort by **publication year (oldest first)**. If years match, use **alphabetical order of titles**.
- For anonymous works, label as **"Anonymous"** followed by publication details.
- For newspapers/non-scholarly magazines, include the **full date** after the year (e.g., Al-Hamed (2009, May 30)).
- For electronic references, always include the **DOI** (e.g., *https://doi.org/10.1080/02626667.2018.1550449*).
- If no DOI exists, provide the **URL** (e.g., *BBC News. (2019, November 14). Using electronic resources in education. https://www.bbc.com/news/business-50419127*).

Examples:
Examples of English References:
Books:
Davis, R. (2018). Learning theories. In T. K. Moore (Ed.), Educational Psychology: An Introduction (pp. 45-68). Sage.

Non-Electronic Master's Thesis and Doctoral Dissertations:
Brown, T. L**.** (2018). *Cognitive development in early childhood* [Unpublished doctoral dissertation]. Harvard University.

Electronic Master's Thesis and Doctoral Dissertations:
Lee, S. H. (2021). *Technology integration in classrooms* [Doctoral dissertation, University of Michigan]. ProQuest Dissertations & Theses Global.

Edited Book:
Brown, L. M. (Ed.). (2019). Advances in Cognitive Science. Academic Press.

Journal Article:
Green, R. N. (2022). Teaching critical thinking through dialogue*. Journal of Educational Research, 115* (2), 145–158. https://doi.org/10.1037/edu0000345

Conference or Symposium:
Smith, J.A., & Jones, B.B. (2025, May 28-30). The impact of AI on education [Conference paper]. 2025 International Conference on Education, Ghayl Ash Shabul, Sohar.

Unknown Author:
The effects of remote learning on students. (2021). Education World Publishing.

Government Document:
U.S. Department of Education. (2020). *Advancing equity in education* (Report No. ED-2020-03). https://www.ed.gov/reports/advancing-equity

International Organization Document:
United Nations. (2023). Climate change: A global challenge. Report No. 2023-01. Geneva: United Nations, [Link: BibGuru https://www.bibguru.com/g/apa-un-report-citation/]

Translated Book:
Foucault, M. (1995). *Discipline and punish: The birth of the prison* (A. Sheridan, Trans.). Vintage Books. (Original work published 1977).

Newspaper Article:
Davidson, J. (2018, January 9). CES 2018: Samsung vows to add artificial intelligence to everything it does. *Australian Financial Review*. http://www.afr.com/

E-Books:
Williams, S. (2020). Digital Marketing Strategies. McGraw-Hill.
https://www.example.com/digital-marketing-strategies

Wikipedia Entry:
Dual process theory (moral psychology). (2022, April 22).
In *Wikipedia*. https://en.wikipedia.org/wiki/Dual_process_theory_(moral_psychology)

Audiovisual Work:
TechGuru. (2021, May 10). How to use Python for data analysis [Video]. YouTube.
https://www.youtube.com/watch?v=python-data-analysis

Lecture/Presentation Slides:
Professor Smith, J. (2023). *Introduction to Psychology* [PowerPoint slides]. University of California, Berkeley.

Social Media:
Speech Pathology Aus [@SpeechPathAus]. (n.d.). *Tweets* [Twitter profile]. Twitter. Retrieved January 21, 2020, from https://twitter.com/SpeechPathAus

Examples of Arabic References

كتاب:
العربي، خ. ن .(2008) .*استراتيجيات التعلم* (الطبعة 2). مكتبة الأنجلو المصرية.

رسائل الماجستير والدكتوراة غير الالكترونية:

اليوسف، ح .(2000) .*أثر استراتيجية الارتباطات الدماغية بعمليات التذكر لدى طلاب الصف الخامس* [رسالة ماجستير غير منشورة]. جامعة السلطان قابوس.

رسائل الماجستير والدكتوراة الالكترونية:
الخروصي، أ .(2005) .*تنبؤ صورة الذات بالعقلية المنفتحة لدى طلبة الماجستير بجامعة السلطان قابوس* (رقم النشر 2875645) [رسالة دكتوراه، جامعة السلطان قابوس]. قاعدة ProQuest لدراسات الماجستير والدكتوراة.

كتاب محرر:
المقرن، س.، الحارثي، م.، والسلطان، ي. (2006). الاتجاهات التشعبية لطرق سيلان الأيونات العصبوية أثناء التعلم. في خ. الكاسب، و م. الشريف (محرران)، *طرق التعلم* (ص ص. 55–93). مطابع النهضة.

Examples of French References

Dupuis, A., & Leclerc, M. (2022). L'impact de l'intelligence artificielle sur la prise de décision en entreprise. *Revue francophone d'intelligence artificielle*, 8(1), 45–60.

Chakir, C. (2025, 4 mars). *IA pour sites web : 7 façons d'utiliser l'IA pour améliorer votre site*. Hostinger.

CNRS Le Journal. (2018). Comment l'intelligence artificielle va changer nos vies. *CNRS Le Journal*.

Bpifrance. (2023). *Qu'est-ce que l'intelligence artificielle et comment en profiter ?*. *France Num*.

Part Six: Thesis Defense (Oral Examination)

Introduction:
This section addresses the essential preparations required of students prior to their defense session (viva voce), including the development of their presentation and practicing the explanation of key research aspects. Additionally, it outlines the evaluation criteria used by the committee and potential outcome decisions, thereby enabling students to approach their defense with confidence and professionalism.

Guideline for Preparing the Presentation

This section provides clear guidance on how to structure and prepare your presentation slides for your project, dissertation, or thesis defense. The outlined format ensures a logical flow and comprehensive coverage of the key elements of your research, from the rationale and literature review to your findings, implications, and recommendations. Each slide should be purposeful, concise, and focused on delivering essential information that highlights the depth and significance of your study. Following this guideline will help you present your work effectively and engage your audience with clarity and confidence.
The presentation slides should comprehensively cover the following key points:

Rationale for Your Project/Dissertation /Thesis

- Research Problem – Why? (*One slide*)
- Literature Review (Previous Studies) (*One slide*)
- Research Question(s) and Hypotheses (*One slide*)
- Data Collection and Analysis Methods (*One slide*)
- Research Questions and Findings – Pair each question with its corresponding result (*One slide per question*)
- Implications of the Project/dissertation/Thesis (*One slide*)
- Research Recommendations – What would you do differently? What remains unanswered? (*One slide*)
- Summary Review (*One slide*)
- Acknowledgments & Questions (*One slide*)

Guidelines for Preparing for the Oral Examination (Viva Voce)

Following the defense of your project/dissertation/thesis before the examination committee (Viva Voce), the evaluation panel will assess student's research based on the following criteria: knowledge, presentation, methodology, argumentation and comprehension, analysis, use of sources and evidence, academic referencing, and written communication.

Knowledge:
Your research project/dissertation/thesis must demonstrate an understanding of the relationship between theory and relevant issues/standards.

Presentation:
The research project/dissertation/thesis should be presented clearly and logically.

Methodology:
Proper application of quantitative and/or qualitative methods, correct use of research tools, and clear understanding of research ethics.

Rationale and Comprehension:
The student must demonstrate detailed and impressive understanding of the subject matter and relevant issues/discussions.

Critical Analysis:
Show evidence of critical analysis and/or originality and creativity in presenting your research project/thesis.

Use of Sources and Evidence:
The student should demonstrate your data or literature review by drawing on a wide range of materials and examining the subject in considerable detail.

Academic Referencing:
The student must show proper use of citations throughout your research and maintain good bibliographic standards.

Written Communication:
The Research project/Dissertation/Thesis should demonstrate a good level of language proficiency in expressing your ideas.
The student will be allocated 10-15 minutes to present a summary of your research.

Committee Evaluation Criteria

The committee will issue its decision based on the quality of both the research and its defense. Possible outcomes include:

- acceptance without modifications,
- acceptance with minor revisions,
- acceptance with major revisions requiring resubmission, or
- rejection.

The student will be granted a period ranging from one to three months to implement the required revisions, depending on the decision type.
The committee will render one of the following determinations:

- The project/dissertation/thesis is approved without corrections.
- The project/dissertation/thesis is approved with minor corrections.
- The project/dissertation/thesis is approved subject to major corrections and resubmission.

References:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed). Washington, DC: American Psychological Association.

Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). *Introduction to research in education* (8th edt). Canada: Wadsworth Cengage Learning, Nelson Education.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

Gay, L. R., Mills, G. E., & Airasian, P. W. (2010). Educational research: Competencies for analysis and applications. Upper Saddle River, N.J: Pearson Merrill Prentice Hall.