Tips and Recommendations for Structuring and Composing Term Papers and Degree Theses

Table of Contents

Tips and Recommendations for Structuring & Composing Term Papers & Degree Theses

Scientific writing is counted among the basic competencies in your studies. The content-based and formal structuring and composition of scientific texts, such as term papers or degree theses, follow certain rules. In this overview, tips on structuring and composing term papers and degree theses are aligned among others to the guidelines from the American Psychological Association (*Publication Manual* of the APA; 2009). Please note that this overview does not include the complete guidelines of the abovementioned manual. For this reason it is recommended to consult the original manual when detailed questions arise.

When writing in the German language, an additional manual you can reference, is the *Richtlinien zur Manuskriptgestaltung* from the German Psychological Society (DGPs; 2019). Please be aware that there are currently differences between the two manuscripts, for which adjustments are currently being planned. Regardless of which manual you use (APA or DGP), your work should reflect consistent use of a manual.

1. Content and Structure

The subsections in the Content and Structure section reproduce the typical structure of a scientific text. This structure is applicable to quantitative empirical original papers and to quantitative literature-based works (c.f. Table 1). Qualitative empirical and theoretical works differ from this in certain aspects, as presented in the corresponding section of this document. They are, however, identical with respect to the cover page, table of contents, headings and paragraphs, as well as with regard to the presentation of tables, figures, illustrations and the list of references.

Table 1

Overview of the Types of Scientific Works

Empirical Original Works		**Literature-based Works**	
Quantitative	Qualitative (-hermeneutical)	Quantitative	Qualitative-theoretical

Although student work is generally in the format and structure of academic or scientific publications, it can happen that papers outside of this area may be assigned during the study course. Chapter 1.10 of the *Publication Manual* (APA, 2019) includes directions for this instance.

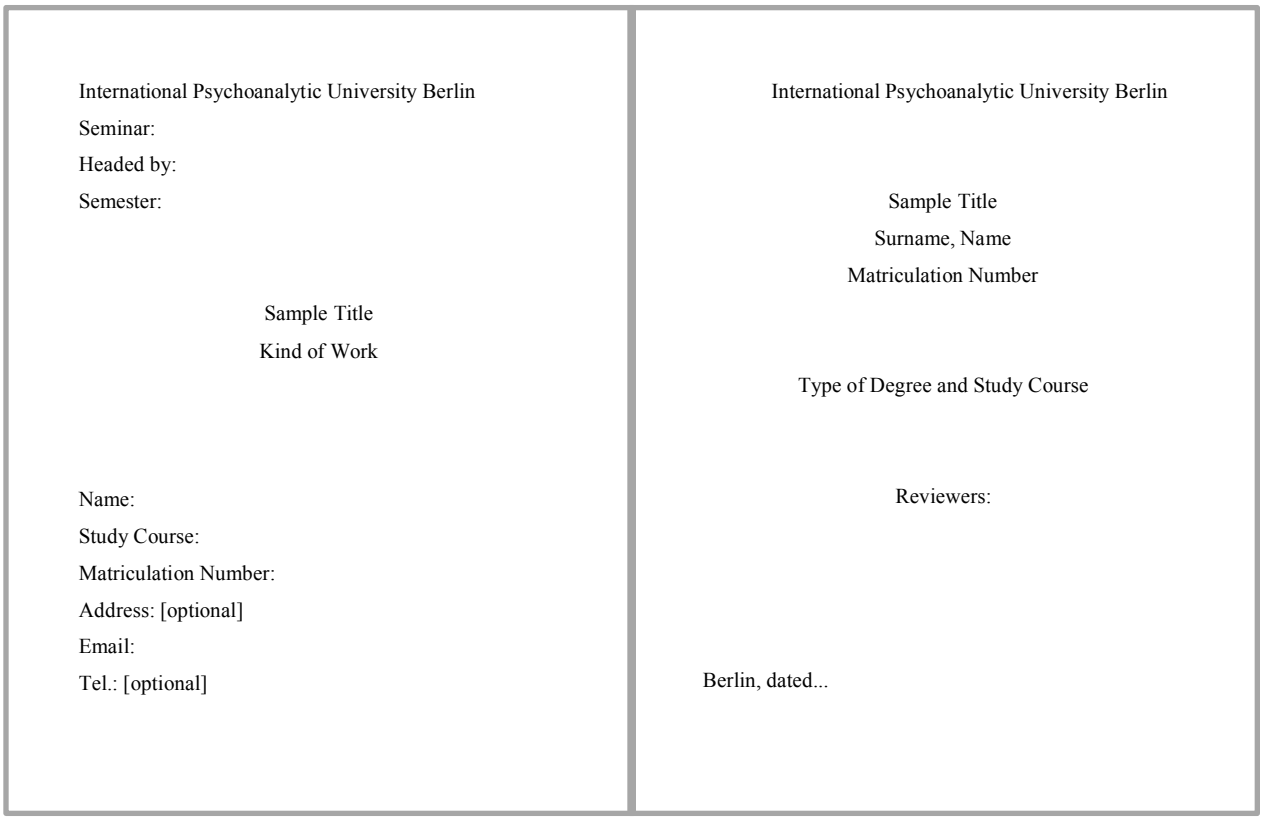
1.1 Cover Page

For a term paper: Name of the university, title of the seminar or lecture, lecturer (academic title and name), semester, complete title of the work, details of the kind of work (e.g. term paper), first name and surname of the author, matriculation number, study course (e.g. BSc Psychology), email address or other contact option.

For degree theses: Name of the university, complete title of the work, first name and surname of the author, matriculation number, details of the kind of work (e.g. Bachelor thesis), study course, both reviewers (academic titles and names), place and date of the submission. Figure 1 provides an example of each one, to which you can orient yourself (IPU Berlin internal template)

Figure 1

Examples of cover pages for a scientific text: a) term paper and b) degree thesis



International Psychoanalytic University Berlin
Seminar:
Headed by:
Semester:

Sample Title
Kind of Work

Name:
Study Course:
Matriculation Number:
Address: [optional]
Email:
Tel.: [optional]

International Psychoanalytic University Berlin

Sample Title
Surname, Name
Matriculation Number

Type of Degree and Study Course

Reviewers:

Berlin, dated...

1.2 Table of Contents

The table of contents serves as an overview for the reader and as a structure for the author. The following must be complied with on a formal level:

a) the table of contents contains all headings and the corresponding page numbers
b) decimal classification using Arabic numerals (e.g. 3.1.4)
c) no section or paragraph may have just one subsection or subparagraph (e.g. after 3.1 there must at least be 3.2)

1.3 Abstract

The abstract is a short summary of the work consisting of 250 words maximum that contains the fundamental information (question being posed in the work, methods, results, conclusion). Regarding its formatting, please note that the text has to be written in a single paragraph without any indentation of the first line. Student work does not necessarily require an abstract unless indicated by the instructor.

1.4 Introduction

The introduction consists of four elements: A short presentation of the subject, an overview of the current research status with respect to the question being posed in the work, the actual question being posed including the methodical approach, as well as the hypotheses. For theoretical works, the argumentative approach should be presented briefly instead of the hypotheses.

At the start of the work, the subject is to be presented briefly and placed within the research context. The interest of the reader should also be aroused here, for instance by emphasizing the relevance of the subject in question in relation to everyday phenomena.

In order to adequately reproduce the current status of the research, the introduction of theoretical constructs is required:

a) Definitions, definitions of terms (terminology), working definitions

b) Model concepts

c) Relevant empirical findings

d) Research gaps or issues

With theoretical work, the state of the scientific discussion should be presented, which is referred to in the work or which is taken as the starting point for the student's own argumentation.

All statements have to be verified with corresponding references. Further information about quoting within a text and in the list of references is provided in Chapter 3. The decision as to which terms, models and empirical findings are to be presented should be made on the basis of their relevance to the question being posed in the work. Individual studies that are of particular relevance to the question being posed in the text can also be presented in more detail. With a theoretical work, references are to be provided to theoretical approaches of particular relevance for the question being posed in the text, as well as indications of the sections of the work in which they are discussed in detail.

After this, the author's actual research question is defined. This should be logically inferable from the prior section, for which reason it is important to examine the complete introduction in terms of the "common thread" with respect to the question being posed in the text. Subsequently to this, how the student intends to respond to the research question is presented briefly. However, methodological details belong to the methods section.

The hypotheses relating to the student's own investigation represent the core element in the introduction of both quantitative empirical original work or quantitative literature-based work. The hypotheses are to be derived from the models and findings that have been presented. Whenever possible, this should be written in an "if-then" sentence construction for quantitative works. If the question is an explorative one, an open question should be formulated. "If-then" statements are not appropriate for theoretical works and qualitative-hermeneutical studies.

The structure of a theoretical-hermeneutical work deviates significantly in the following points (1.5 to 1.7) from the structure of a quantitative empirical original work or a quantitative literature-based work and depends on the content of that being presented.

With qualitative works, the introduction is followed by a main section, in which the theoretical investigation or discussion is presented. With a theoretical investigation, it starts by explaining and reasoning the literature selection in terms of its content and the argumentative approach described (such as with a comparison of differing approaches, an investigation of theories in relation to a term, a problem, an issue) or the method is presented to be used in the work. Especially with more extensive works, the final structure frequently emerges first during the processing and reworking. It is important that at the end, what has been developed and established is discussed in relation to the question being posed in the text. The final chapter of the work is also where the research desideratum is formulated and the relevance of the student's work for areas of application or social discourse can be discussed.

1.5 Methods

With quantitative works, the organisation and structure of the methods section depend to a great extent on the kind of work in question. With quantitative empirical work, detailed information about participants, materials, experimental procedures and analyses are provided here. With quantitative literature-based works, all of the research steps are described in detail (see Liberati et al., 2009, for a potential structure). The aim is for the reader to be able to comprehend and retrace the complete scientific process and replicate it as required.

1.5.1 Participants

When describing a sample, details of the sample size, age, gender distribution, target groups, recruitment, utilisation, reimbursement, anonymization and so on are provided. The details can be supplemented with further unique aspects and relevant information depending on the type of study.

1.5.2 Materials

In this section, the survey/evaluation tools, stimulus material, resources and equipment are to be described. More detailed descriptions can also be presented in the appendix if necessary.

1.5.3 Procedure

The procedure and design have to be described in such a way that the reader is able to reconstruct the investigation: e.g. which approach was taken in the investigation, in which sequence, for instance, were the tools applied and how were confounding variables controlled?

1.5.4 Analyses

The analyses section contains explanations regarding which statistical methods were applied and which further (pre-)processing of the data occurred.

1.6 Results

In the results section, the findings of the statistical analyses are usually presented systematically alongside the hypotheses, while providing details of the relevant statistical values. The findings are not yet interpreted or evaluated here, but they can be structured using summarising sentences. All of the findings are reported, and not only significant effects. Central findings can be presented by means of tables or graphs, which also have to be referred to in the text. The formal requirements for reporting statistical values and the structuring tables and graphs are provided in Chapter 2.

1.7 Discussion

The discussion also has a typical structure similar to the introduction. It begins with a concluding summary, after which all hypotheses are discussed in relation to the findings, and concludes with any theoretical embedding and implications.

The most important findings in relation to the question being posed in the text are summarised and interpreted in the concluding summary. Statistical values are not reported here anymore.

In the subsequent interpretation of the findings, references are made to the models and empirical data presented in the introduction. The student's own observations are evaluated and placed within the research context. It is important to answer the question of whether the finding or result corresponds to the respective hypothesis, and if not, which alternative explanations are possible. Furthermore, findings from the literature that support the alternative explanations should be named.

When embedding the student's work, the question is addressed as to how the new data can contribute to the insights and knowledge in a specific field. Can a theoretical concept be further developed on the basis of the new insights and knowledge, and if so, how exactly? Likewise, critical consideration of the selected experimental design occurs (e.g. successful manipulation, confounders, number and representativeness of the participants tested), as well as naming any limitations to the study being presented. In doing so, suggestions for improving the approach in future studies can be provided.

During the discussion of implications of the new findings, references are to be made to any potential application areas. For instance, can the findings change or facilitate a practical application in the future? Or are there clear predictions for future research questions that can be provided in this part?

Generally, a conclusion is suitable here. Using a maximum of three sentences, the significance of the work for the respective scientific area is highlighted.

1.8 References

All of the sources quoted in the work have to be listed in alphabetic order (commencing with the last name of the first author) in the list of references. Inversely, all of the references detailed in the list of references must also be referred to in the body of the text. The list of references has to be prepared in accordance with the requirements from the APA (2019; or DGPs), or on the basis of a different recognised ordering system in consultation and agreement with the supervisor. The formal criteria are summarised in Chapter 3.

1.9 Appendix

Tables, figures, illustrations, working materials, extensive derivations and so on are listed as required in the appendix (as an attachment to the methods and findings section). It is never permitted to publish copyright protected material in an appendix to a degree thesis. Personal data, as well as sensitive data (e.g. therapy transcripts) are subject to data protection and may also not be published in an appendix.

1.10 Sworn Statement

The sworn statement is mandatory in accordance with the template as provided in Figure 2. The student’s signature is mandatory on the printed copies.

Figure 2.

IPU Berlin sworn statement template.

SWORN STATEMENT

I hereby affirm in lieu of oath that the work submitted by me or the parts identified by me by name were written independently by me without any third party help and that I solely used the resources as detailed. The parts which were taken in their wording or on the basis of their meaning from other works are clearly indicated in the text by providing references. The work has not been submitted in the same or a similar form to date as an examination paper.

Berlin, date...

Signature

2. Formal Structure and Composition

The formal structure and composition of scientific works is aligned to the foremost guiding principle of consistency in terms of the content and form. The selected structural and compositional rules should be continuously applied and followed. Prior to submission, the complete document has to be checked for errors in spelling, grammar and punctuation. Detailed information on all of the subsections in Chapter 2 is provided in the *Publication Manual* from the APA (2019; Chapters 3, 4, 5, 6, 7), alongside details of special cases that should be considered and observed.

2.1 Formatting

- Printing: One side only on white paper, on DIN A4 paper size
- Line spacing: Double-spaced (four half-lines); this is also applicable to headings, paragraphs, block quotations, footnotes, notes regarding tables and figures (deviation from this within

tables and figures is allowed), the literature reference list and appendices; smaller line spacing may not be used

- Page margins: 2.54 cm from the top, bottom, left and right sides
- Typeset: Left-aligned
- Font size: 11 points (smaller if required in tables, figures and illustrations; size 12 is recommended with some fonts)
- Font: Serif fonts (e.g. Times New Roman or Georgia), sans serif fonts (e.g. Calibri, Arial, or Lucida) with figures and illustrations
- Page numbers: To be placed in the right upper corner above the text in the form of Arabic numerals (cover page without a page number, but the page numbers start here)
- Footnotes are to be used sparingly in general (additional information is provided in Chapter 2.13 of the *Publication* Manual of the APA, 2019).
- Appendix: If an appendix is provided, it should be named "Appendix". With several appendices, these should be named with capital letters. All tables, figures, and formulae are to be numbered accordingly and include a title (e.g. Table A1). The text must reference every appendix.

2.2 Paragraphs

- The first line of each paragraph is indented by 1.27 cm (use of the tab key is recommended; the first line of a summary, as well as of block quotations, headings, notes to tables and legends to figures and illustrations are not indented)

- Likewise, two-line spacing only is inserted between paragraphs, as well as before and after headings – regardless of the level

- A paragraph always consists of several sentences (exception: lists, formulae)

2.3 Headings

The chapters of a work are normally arranged in several levels (chapter 2.27 of the *Publication Manual* of the APA, 2019 includes detailed instructions for formatting headings). The following rules apply for composing the corresponding headings:

- A heading may never be followed directly by a further lower-level heading, but instead always by a paragraph in a running text
- There is never only one subchapter
- Summary, the list of literature references and the appendix are provided with unnumbered headings

Table 2 provides an overview for formatting the five heading levels according to the APA (2019).

Table 2

The five different heading levels according to APA 7.

Level	Format
1	**Centred, Bold, Following Text Indented**
2	**Left alignment, bold, following text indented**
3	***Left alignment, bold, italics, following text indented***
4	**Indented, bold, ends with period, text follows immediately after.**
5	***Indented, bold, italics, ends with period, text follows immediately after.***

2.4 Text Tools

- Highlighting and emphases are indicated by means of italics (not bold or underlined)
- In several cases italic script is always to be used, e.g. at the first introduction of newly coined terms, specialist terms or key concepts (with the print no longer in italics when the term or concept subsequently appears in the text after its first application therein), as well as with book titles, company names, etc.
- In order to portray words or phrases as a linguistic example, they may be placed in quotation marks (e.g. instructions or stimulus material)
- Hyphens are short (without blank spaces), dashes – such as in the example here – are somewhat longer (with a blank space before and after them in each case)
- Parentheses are used, among others, to indicate separate clauses e.g.: “The findings were clear (see Figure 1).”
- Parentheses are never used consecutively in a direct sequence and are applied with a blank space before and after them, but never within them
- Slashes can be used, among others, in order to illustrate or clarify word relationships and are applied without any blank spaces before or after them

- Lists within a paragraph should be listed using (a) and (b), …, while lists on a paragraph-by-paragraph basis should be numbered consecutively (1., 2., …)

2.5 Language

- Specialist terms and designations are to be used consistently
- No switching back and forth between English and German specialist terms

- Abbreviations are to be used sparingly; when they are used, the corresponding term is to be written out in full when it is first mentioned and the abbreviation provided in parentheses (with the abbreviation then used solely in the subsequent text)
- Numbers from 10 are to be presented in the form of digits (for exceptions, see APA, Chapter 6.32), and those up to nine are to be written out as words
- When a metric unit is reported in connection with a concrete value, the common abbreviation is to be used (with a blank space before it and without a period or full stop)
- Impartial language is preferable (for information on portraying age, gender, ethnicity, sexual orientation, see APA, Chapter 5)
- Whenever possible, avoid sentences that are more than four lines long

2.6 Details of Statistical Tests and Mathematical Text Components

The applied statistical testing procedures and their results must be described in detail. The following rules are applicable for doing so, by way of example:

- In order to insert a statistical value or parameter into the text, at least the corresponding value has to be provided, with the degrees of freedom/variances, the respective value and the p value, as well as an effect size to be detailed after this in parentheses: $F(1, 31) = 8.40$, $p = .021$ (exact two or three-digit p values are to be detailed; a value of less than .001 is reported as $p \leq .001$), $\eta^2_p = .31$.
- Any letters used to designate the tests applied or the statistical values have to be written in italics (*F, t, M, SD, r, p*, …)
- Italic script is not used for Greek letters (α, β, χ2, …) or indices

- With measurements of the central tendency (e.g. details of the average value), deviation measurements (e.g. standard error or deviation) always have to be detailed
- The specification of a sample size always occurs by means of the capital letter *N* in italics
- In cases where a statistical value is not less than 0 and not greater than 1, the zero before the decimal point is omitted (e.g.: $r = .45$; otherwise they start with leading zeros)
- A period/full stop rather than a comma is to be used as a decimal point
- The decimal places should be applied consistently (with two decimal places being standard)
- Mathematical symbols are provided with a blank space before and after them
- Rule of thumb: When should which type of presentation be used?
    - 1-3 numbers: Sentence
    - 4-20 numbers: Table
    - More than 20 numbers: Graph

2.7 Length of the Work

There are differing benchmarks depending on the various kinds of work:

- Written composition to a presentation: 5-10 pages
- Internship report: 15-20 pages
- Term paper: 20-25 pages
- Bachelor thesis: 30-50 pages
- Master thesis: 60-80 pages

The details of the page numbers are understood to be without a cover page, table of contents, abstract, source references and appendix. Any more extensive supplementary material

(stimulus material, questionnaires, interview guidelines, additional tables, etc.) should be presented in an appendix.

2.8 Tables and Figures

Tables and figures can provide a clearly arranged presentation of the contents. However, they should only be used when they are actually informative and are understandable without the accompanying running text. References to the tables and figures have to be provided in the text (e.g.: see Table 2). They are to be numbered consecutively throughout the complete work.

2.8.1 Tables

- With two columns or less, presentation in the form of written text is preferable
- All tables within a text should uniformly presented
- Any text should be written double-spaced like in the running text (exception: comments), the gap to the running text is also double-spaced
- In the best case scenario, only horizontal lines should be used (to separate table headings and table captions, table captions and table bodies, table bodies and comments)
- Positioned upright and fitting on one page wherever possible
- Numbering: Arabic numerals without any additions (e.g.: Table 7; without a period/colon)
- Designation: Tables always have a heading (written in italics in a new line below the numbering); the word “Table” should be in the line above, bold and with the respective number: **Table 7**
- Provide as many decimal places as are appropriate for the precision of the related measurement

- Abbreviations, group names/descriptions, etc. should be introduced and explained in the comments to the table
- Any comments to a table are always provided underneath it
    - General comments are always detailed at first and prefixed with *Comments*: Introduction of abbreviations, group names/designations, etc.
    - Specific comments are subsequently detailed in a new line and refer to individual rows/columns/cells and are designated by means of superscript lower-case letters
    - Details relating to the decisions about the hypotheses are provided subsequently and begin in a new line and are marked with * (e.g. designation of p-values)
- No columns should be included whose contents can be easily calculated from other column details
- There are recommendations for the presentation of special tables: Variance analyses, regression tables, path and LISREL-T tables, word tables

Table 3 is an example of a correctly formatted table:

Table 3

Descriptive Statistics of the Words

	Frequency[a]	Letters	Syllables
	M (SD)	*M (SD)*	*M (SD)*
Verbs	59 (56)	8 (1.5)	2.7 (0.6)
Nouns	47[b] (44)	7.4 (1.7)	2.4 (0.5)

Comments. M: Average value, SD: Standard deviation.
[a] Frequency of written words per 1 million.
[b] Value refers to an $N - 1$, as there are missing data.

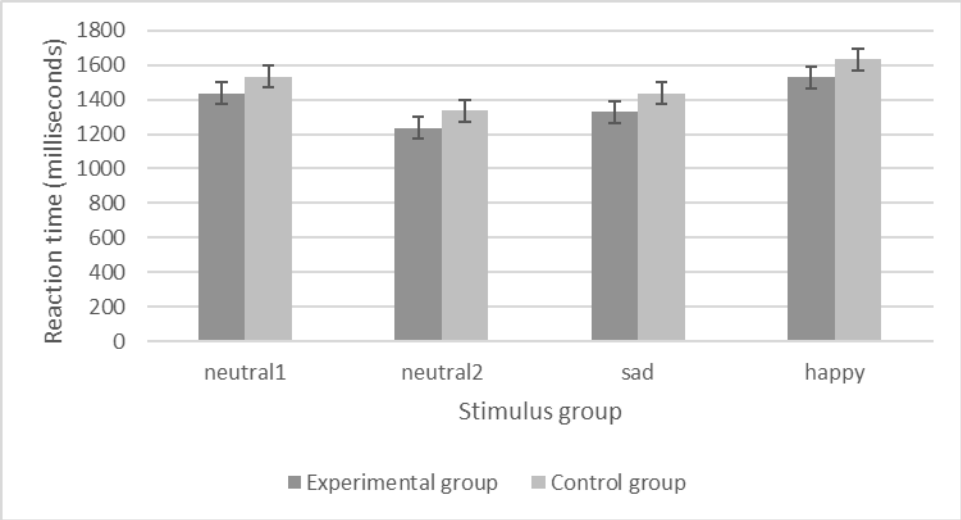
2.8.2 Figures

- Are photographs, diagrams, schemata, graphs, etc.
- Are positioned upright and fit on one page wherever possible
- The gap to the text is double-spaced
- Numbering: Arabic numerals without any additions (e.g.: **Figure 7**; bold, without period, in the line above the title)
- Designation: Figures (like tables) always have a title written in italics
- Notes for figures should be included under the figure and follow the same rules as with tables
- A legend should be inserted in a figure to explain the signs and symbols used
- For graphs: Abscissae and ordinates should always include a description of the variable and its measurement; they should be scaled from small to large and include comparable measurements
- Colours and design should be selected for A4 print quality in such a way that a black and white print is able to show the differences sufficiently well

Figure 3 is an example of a correctly formatted figure.

Figure 3

Average reaction time as a function of stimulus group and participant group



Notes. The error bars refer to the standard error of the mean.

3. Quoting

The following section addresses correct quoting in texts. This is followed by a description of the structure of source references and the structure of the reference list.

3.1 Quoting in a Text

A differentiation between exact literal quotations and indirect analogous quotations is made in a text. All quotations have to be evidenced correctly with source references in the correct format. The source references are provided in parentheses or within the text, with the author(s) and year of publication.

3.1.1 Verbatim Quotations

Text segments taken verbatim from other works (including the student's own prior works) have to be identified as a quotation with source references. Elements of test questions or

instructions have to be reproduced exactly as a quotation. Short quotations (≤ 40 words) are indicated in the text by means of double quotation marks. Long quotations (≥ 40 words) have to be indicated as indented, freestanding blocks. No quotation marks should be used around block quotations. Such a so-called block quotation is provided here:

> Block quotations (...) are inserted as a separate paragraph without quotation marks. A block quotation always begins on a new line, is indented in its entirety (for each line in other words) 1.27 cm and written double-spaced. Any paragraphs within a block quotation are indented from the new edge of the block quotation. The source reference at the *end of a block quotation* is placed in parentheses after the final concluding point of the quotation, after which no further period comes. (APA, 2019, P. 272)

3.1.2 Indirect Analogous Quotations

Indirect analogous quotations are not verbatim quotations and are reproduced without any quotation marks. An example: Meier and Müller (2001) emphasised the importance of scientific writing in relation to... Indirect analogous quotations are recommended for use in empirical works.

3.1.3 Secondary Quotations

Secondary quotations are written in a further text (called secondary literature or a secondary text). Whenever possible, secondary quotations should be avoided and the original source quoted instead. In the event that the latter is not available, the secondary literature has to be quoted correctly. An example: (Müller 1999, quoted from Schulze, 2017, p. 45). In the literature reference list, only the secondary source (in this case Schulze, 2017) and not the original source (in this case Müller, 1999) is detailed.

3.2 Source References in the Text

In addition to verbatim and indirect quotations, scientific theories, arguments and facts require a reference to their source. As a rule, this source is a scientific article or a scientific book. Wording without source references is not permitted, e.g. such as: “It is generally known that children with ADHS frequently show deficits in their motor skills.” Whereas the following wording would be correct in this case: “In accordance with Barkley (1997), a part of the children with diagnosed ADHS also additionally shows deficits in their motor skills.” In this case, the detail “Barkley (1997)” refers to a scientific article in the list of literature references.

Source references include the details of the author(s) and the year of publication. With references that include one or two author(s), the names should be used in every in-text citation (Meier & Müller, 2017). References that have three or more authors should use the name of the first author plus the abbreviation “et al.” (*Latin* and others), provided that this does not create any ambiguity (Meier et al., 2017).

When authors are named in the running text, the “&” symbol is written out as a full word and the details of the year provided in parentheses after the names of the authors. As in the example here: “Meier and Schulze (2015) asked 50 students about their relationship with scientific writing.” The “et al.” *can* by replaced by “and colleagues”; however, the following is also possible: “Meier et al. (2017) examined in a further study to what extent pleasure in scientific writing provides a prediction of the final grade.”

If it would be helpful to the reader to identify a relevant passage that was paraphrased from a larger, more complex work (i.e. for close reading of a book), it is recommended to include a page number and/or paragraph number in the citation. (Meier et al., 2017, P. 11).

3.3. References

The list of references comes after the text and consists of one or more separate pages. The heading should be bold, centred, and double-spaced with a hanging indent. It contains the information for the reader to find the related articles or books. Every source quoted has to appear in the reference list. And inversely, every source or reference listed in the literature references also has to be quoted in the main text. Thus there are no details provided for "further reading". The list of literature references is structured in accordance with clear rules. These rules are described in the following paragraphs.

Each item contains the names of the authors, the year of publication, the title and publication details (publisher, journal, volume, page numbers, DOI/URL, etc.). In this respect, among others, a differentiation is drawn between articles that appear in scientific journals, chapters in anthologies and monographs. The most important details are provided here by way of example, with further information (such as how to treat blog contributions from the internet, for instance) provided in the guidelines from the APA (2019, or DGPs). Chapter 10 of the *Publication Manual* provides over one hundred examples of citations in the reference list. Programs for managing literature citations like *EndNote*© or *Citavi*© can make composing citations easier.

The citations are to be arranged in alphabetic order on the basis of the first author's surname(s). Magazine, journal and book titles are to be provided in *italics*. A period/full stop is placed after the details of the year, the title of the publication and at the end of the literature details. A comma comes after the name of the magazine and the issue/edition number. DOIs should always be provided as a link and (where possible) as URLs. An extract from a correctly formatted list of literature references (in accordance with APA 7) is provided by way of example here.

Magazine articles (source 1, 3, 4, 6) and books (source 2 and 5) with one to up to 21 or more authors are provided here.

Adolph, K. E. & Tamis-LeMonda, C. S. (2014). The costs and benefits of development: The transition from crawling to walking. *Child Development Perspectives, 8*(2), 187-192. https://doi.org/10.1111/cdep.12085

Barkley, R. A. (2012). *Executive functions: What they are, how they work, and why they evolved.* Guilford Press.

Bell, M. A. (2012). A psychobiological perspective on working memory performance at 8 months of age. *Child Development, 83*, 251-265. https://doi.org/10.1111/j.1467-8624.2011.01684.x

Garon, N., Smith, I. M., & Bryson, S. E. (2014). A novel executive function battery for preschoolers: Sensitivity to age differences. *Child Neuropsychology*, 20, 713-736. https://doi.org/10.1080/09297049.2013.857650

Kline, R. (2005). *Principles and practice of structural equation modeling* (2nd ed.). Guilford Press.

Rumpf, H.-J., Achab, S., Billieux, J., Bowden-Jones, H., Carragher, N., Demetrovics, Z., Higuchi, S., King, D. L., Mann, K., Potenza, M., Saunders, J. B., Abbott, M., Ambekar, A., Aricak, O. T., Assanangkornchai, S., Bahar, N., Borges, G., Brand, M., Chan, E. M.-L., . . . Poznyak, V. (2018). Including gaming disorder in the ICD-11: The need to do so from a clinical and public health perspective. *Journal of Behavioral Addictions, 7*(3), 556-561. https://doi.org/10.1556/2006.7.2018.59

4. Evaluation Criteria

Generally speaking, the evaluation criteria for term papers and degree theses can be divided into three categories: (i) Wording of the aim and content of the work, (ii) scientific approach, and (iii) formal aspects (c.f. Chapter 2). Table 3 provides an overview of potential criteria for each category.

Table 3

Potential Criteria for Evaluating Term Papers and Degree Theses

Areas	**Potential Criteria**
I Aim and Content	
Developing and processing the question being posed	Wording and placement of the question being posed within the context of the research status Clear derivation of a precisely worded research question being posed and a reference in the work to said question being posed Naming the route, by which the question being posed is addressed (methodological approach) and the reasons for this
Content-based structure	Organisation, argumentation, common thread, content factually correct?
Literature selection	Appropriate extent, relevant sources
II Scientific Approach	
Engagement	Independent, critical attitude, practical implementation
Originality	The student's own creative ideas
Methods	Clear description of the methodical approach Quantitative empirical works: Description of samples, materials, instructions, replicability given, adequate implementation, e.g. control of confounding variables Qualitative works: Description of the argumentative, discursive route to be taken as an approach. Is the complexity of the field being explored adequately grasped? How is the relationship between the overview and the detailed investigation?

Results	Selection of results presented Reference to the question being posed <u>Quantitative works</u>: Statistically correct presentation Suitable visualisation (graphs, tables) <u>Qualitative works:</u> Does an integration of the aspects treated in the work succeed with respect to the question being posed?
Conclusion and discussion	A reference back to the question being posed is inferable from the findings/argumentation Placement within the current research status Critical reflection on the route taken

III Formal Aspects	
Form	Correct organisation, cover page, table of contents, page numbers, summary, amount of work
Language	Orthography, grammar
Linguistic style	Expression, terminology, structure
Quotations	Correct source references

References

American Psychological Association (2019). *Publication Manual of the American Psychological Association* (7th edition).

Deutsche Gesellschaft für Psychologie (2019). *Richtlinien zur Manuskriptgestaltung* (5th ed.). Hogrefe.

Liberati, A., Altman, D. G., Tetzlaff, J., Mulrow, C., Gotzsche, P. C., Ioannidis, J.P., Clarke, M., Devereaux, P. J., Kleijnen, J., & Moher, D. (2009). The PRISMA statement for reporting systematic reviews and meta-analyses of studies that evaluate health care interventions: explanation and elaboration. *Journal of Clinical Epidemiology, 62*(19), e1-e34. https://doi.org/10.1016/j.jclinepi.2009.06.006