

DAUGAVPILS UNIVERSITY

**GUIDELINES FOR THE ELABORATION AND
LAYOUT OF BACHELOR'S THESIS IN THE
PROFESSIONAL BACHELOR STUDY
PROGRAMME “PRIMARY EDUCATION
TEACHER”**

(PROGRAMME CODE 42 141, D139S)

DAUGAVPILS, 2025

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Introduction

The professional bachelor's study programme "Primary Education Teacher" at Daugavpils University provides an opportunity to obtain a teacher qualification on the basis of secondary education, as well as a professional Bachelor's degree in teacher training. During the studies, the students develop three term papers – each is worth 1 CP, as well as a Bachelor's Thesis that is worth 12 CP. Developing their Bachelor's Theses, the students rely on the experience and materials accumulated in the process of elaborating their term papers, as well as, by conducting independent research, confirming their professional competence as teacher and demonstrating the improvement of their professional competence during the studies.

Bachelor's Thesis testifies to the competences acquired during the study process and readiness for the improvement of the student's further professional growth. Bachelor's Thesis confirms the student's acquisition of theoretical, practical knowledge, as well as methodological and research skills to the extent provided in the standard of the teaching profession and the study programme, demonstrating in-depth integrated knowledge and critical understanding of the philosophical, methodological and interdisciplinary links of education and other related sciences.

Elaborating and defending a Bachelor's Thesis, the student presents:

- research skills – to find, obtain and select information according to the chosen topic of the Bachelor's Thesis, to present, interpret and discuss the obtained information and knowledge clearly and argumentatively;
- in-depth integrated knowledge and critical understanding of the educational issue selected for the research in the aspect of various sciences;
- the ability to develop and test scientifically based and practically usable teaching materials;
- skills to independently plan and implement his/her research in accordance with the set research goal.

The guidelines for the elaboration of the Bachelor's Thesis envisage the observance of the uniform requirements while developing a Bachelor's Thesis and the facilitation of students' independent work within the professional bachelor's study programme. The offered guidelines are applicable to the professional bachelor's study programme "Primary Education Teacher".

1. Elaboration of Bachelor's Thesis: aim, objectives, assessment criteria

The aim of the elaboration of the Bachelor's Thesis is an independent theoretical and empirical research of an issue that is personally important to the student and relevant to the field of education. During the elaboration of the Bachelor's Thesis, the literature sources related to the research issue are analysed and evaluated; in the context of the chosen research issue, the methodological developments are summarized and developed independently, as well as research work is performed. It determines the objectives of the Bachelor's Thesis elaboration: to improve the ability to select and critically evaluate the scientific and methodological literature relevant to the research topic; to develop the ability to develop didactically substantiated methodological materials for solving the chosen problem; to promote the development of research skills.

The Bachelor's Thesis consists of three parts:

- 1) theoretical part: critical analysis of the sources of scientific and selected didactic literature on pedagogy and related fields (psychology, philosophy, sociology, etc.);
- 2) methodological part: didactically substantiated methodological developments;
- 3) (empirical) part of the research: research based on the theoretical and the methodological parts in the context of the chosen research issue.

The recommended proportions of the theoretical, the methodological and the research parts of the Bachelor's Thesis are 1:1:1. The volume of the Bachelor's Thesis is 55-60 pages.

Elaborating a Bachelor's Thesis, the following assessment criteria for the quality of the thesis should be considered:

- precision of the formulation of the thesis topic, justification of the choice;
- topicality of the thesis topic, its substantiation in the introductory part of the thesis;
- compliance of the thesis content with the title, set aim and objectives;
- selection of the thesis basic concepts (keywords) and their correspondence to the content offered in the thesis, interrelation of the basic concepts;
- formulation of the thesis scientific categories and their correspondence to the content offered in the thesis (formulation of the aim and objectives, correspondence of the research question/hypothesis to the thesis content, selection of research participants, data collection and analysis methods);
- substantiation of the methodological part of the thesis;

- justification of the chosen research methods;
- quality of data analysis and thoroughness of interpretation;
- quality of the developed conclusions and their compliance with the set aims and objectives;
- quality and number of literature sources used, the clarity, comparison and analysis of the findings used;
- language competence (clarity, style, use of terminology, vocabulary, spelling);
- quality of appendices and their significance;
- technical design of the thesis;
- ability to freely navigate the topic during the defence of the thesis and to substantiate his/her opinion with scientific arguments.

2. Structure of Bachelor's Thesis

Elements of Thesis structure

In general, an elaborated Bachelor's Thesis should contain the following structural elements:

- title page;
- abstract (in Latvian and English);
- table of contents;
- introduction;
- main parts with subdivisions;
- conclusions;
- bibliography;
- appendix (appendices);
- final page (documentary page with a certificate of academic integrity).

Title page

At the top of the title page, in the first three lines, there should be written the full name of the educational institution, indicating the full name of the university, faculty, and department (UPPERCASE letters, Times New Roman, 16, centred). In the middle of the page, there should be written the name and the surname of the author of the Bachelor's Thesis (the name shall be written in lowercase letters, the surname shall be written in UPPERCASE letters, font Times New Roman, 16, centred, **bold**). The title of the Bachelor's Thesis is written in UPPERCASE letters in the centre of the page (font Times New Roman, 20, **bold**; word transfer and abbreviations are not allowed), below the title – the type of thesis (Bachelor's Thesis) (font size 16). The information on the scientific advisor (two lines) is placed below the title of the thesis, shifted to the right (font Times New Roman, 14).

For example: Dr. paed., doc. Name and Surname; Dr. psych., assoc. prof. Name and Surname.

Place and year (where and when the thesis is elaborated and defended) are placed at the bottom of the page (the last line). City name and year are separated by a comma and a space (font Times New Roman, 14, centred). See Appendix 1 for the sample design of the cover page.

Title of the thesis

The title of the thesis should be short and informative. It reflects the research issue (who? what?), solution (how?), relation to the qualification (where?). It would be desirable to specify the age of the subjects in the title of the thesis (with what?). Commas and participles shall not be used in the title of the thesis. Unwanted words in the title are: *meaning, role, effectiveness, promotion*. The title of the Bachelor's Thesis is best formulated, first mentioning the solution, then the research group, research issue and place. *For example*: "DIDACTIC GAMES TO DEVELOP PUPILS' SOCIAL SKILLS IN GRADES 1-3", "DIDACTIC GAMES TO DEVELOP READING SKILLS OF 9-12-YEAR-OLD CHILDREN WITH LEARNING DISABILITIES", "ACQUISITION OF THE THEME "....." WHILE TEACHING SCIENCE IN GRADE 4", etc.

When translating the title of the Bachelor's Thesis into English, all independent words are written in capital letters. Adverbs, prepositions, and articles are also capitalized if they are longer than 5 characters. *For example*: "Extracurricular Sports Events for the Development of Positive Attitude to Sports in Grade 7".

The topic of the Bachelor's Thesis should be agreed with the scientific advisor of the Bachelor's Thesis and the application form for the approval of the topic of the Bachelor's Thesis should be submitted to the subject-matter Department of Education and Psychology at the Faculty of Humanities and Social Sciences within the specified time. See Appendix 2 for the sample application form of Bachelor's Thesis. The topic of the Bachelor's Thesis is approved at the meeting of the Department of Education and Psychology.

Abstract

The title page is followed by an abstract in Latvian and English. Abstract pages are not numbered but are included in the total number of the pages. The abstract indicates the title of the thesis, the author of the thesis, the scientific advisor, the volume of the thesis, the number of illustrations (tables, images) used in the thesis, the number of literature sources used in the thesis, and the number of appendices.

The abstract briefly (in 2-4 sentences) introduces the essence of the research issue studied in the Bachelor's Thesis and describes the methodological proposal and the research part. It sets the aim of the research, objectives, research object, subject, research question/hypothesis, research sample/participants, data acquisition methods, keywords used in the thesis (basic concepts that describe the content of the Bachelor's Thesis and are written in

capital letters). The volume of each abstract is no longer than one page. See Appendix 3 for the sample abstract of Bachelor's Thesis.

Table of contents

The abstracts are followed by a table of contents. The page with the table of contents is not numbered but is included in the total number of pages. The table of contents includes the titles of the main chapters and the sub-chapters, which form a plan for a sequential review of the chosen topic according to the aim and the objectives of the thesis. The table of contents indicates the location of the chapters and the sub-chapters. The numbers that indicate the page are not punctuated and the page abbreviation is not written (p.). See Appendix 4 for the sample design of the table of contents of Bachelor's Thesis.

Introduction

The introduction contains general descriptions of the study and the formulations of scientific categories. The introduction (1-2 pages) describes:

- topicality of the thesis, its significance in education;
- personal significance of the topic;
- the research issue and the scope of the issues to be considered;
- the main authors/approaches/theories that have so far considered the issues (they can only be mentioned without focusing on their substance);
- what methodological materials/tools were developed;
- a brief description of the research carried out.

At the end of the introduction, the following scientific categories are formulated:

Research object – a process or a phenomenon related to the research issue in the field of education (for examples see Appendix 5).

Research subject – a narrower aspect of the research object or a didactic means for solving the stated research issue (for examples see Appendix 5).

Research aim – a predicted result of the research. It is usually formulated with an infinitive form of the verb (e.g.: to study, to find out, to consider, etc.), indicating how the result of the research will be achieved and adding the categories from the title of the thesis (for examples see Appendix 5).

Research question or **questions** for descriptive, exploratory research is a question or questions that the research seeks to answer. **Hypothesis** is usually put forward for experimental research

– it is a judgment that can be confirmed or denied as a result of the research (for examples see Appendix 5).

Research objectives specify the way how the research aim can be achieved, they correspond to the stages of the research. 3-5 objectives are usually formulated for a Bachelor's Thesis. The first objective is the analysis of the theoretical literature on the research issue and its solution. The second objective – approbation/development of the methodological materials and the substantiation in the context of the research issue. The third objective – research and analysis of the obtained results. The fourth one – development of conclusions and recommendations (for examples see Appendix 5).

Research methodology. Usually, the research methods used in a Bachelor's Thesis are a survey, an observation, an interview, an experiment, document analysis, projective methods (collecting children's/students' activity products), etc.

Research base – (institution where the research will take place, respondents/participants, their specific number and age. For reasons of confidentiality, the institution and the grade may not be specified. The names of the research participants in a Bachelor's Thesis are replaced with fictional words or encrypted.

Theoretical part

In the literature review part, the research of the chosen topic is based on the analysis of various literature sources on pedagogy and related sciences. A literature review usually contains both a general description of the research issue and a review of specific aspects of the issue under consideration, analysing the research issue in detail. The theoretical part of a Bachelor's Thesis analyses the sources on the chosen topic, which are published in books as well as in journals of pedagogical content.

A series of citations is not allowed in a Bachelor's Thesis, but a critical analysis and evaluation of the chosen topic from the point of view of different authors' findings, different theories or approaches are required. All citations by the authors must be explained. References to all sources listed in the bibliography are mandatory and vice versa – all sources referenced in the text should be included in the bibliography.

References are used:

- 1) if a citation is used in the text;
- 2) if the text contains statistical material, photographs, schemes, drawings obtained from other sources;

- 3) if an example or one-time case that is not generally known is mentioned or described in the text;
- 4) if in the text the author presents in his own words the views, the theories, the conclusions, etc. by another author;
- 5) if a source, a scientific research study, an article, a book, etc. is mentioned in the text, etc.

References are given after each citation, indicating in brackets the author, the year of publication of the cited source and the specific page from which the citations are derived, e.g. (Liepiņa, 2007, 6). References are made following *APA Style 6th edition*:

- 1) the opinion, the concepts, etc. by a certain author or several authors of a book or an article mentioned after the text shall be indicated by the author's surname and the year of publication (Liepiņa, 2007; Liepiņa & Liepiņš, 2007; Liepiņa, Liepiņš, & Kalniņš, 2007);
- 2) if the author of the Bachelor's Thesis analyses another author's research, concept, etc., then the author's surname and the year of publication shall be indicated (see Liepiņa, 2007; see Liepiņa & Liepiņš, 2007; see Liepiņa, Liepiņš, & Kalniņš, 2007);
- 3) after each citation in quotation marks, there shall be indicated the author's surname in brackets, the year of publication of the cited source and the specific page or pages from which the citation is taken (Liepiņa, 2007, 6).

When making references, it is important to follow a uniform style throughout the Bachelor's Thesis.

Methodological part

In the introduction to the methodological part, the author explains the structure of the methodological part, the basic principles of its structure, emphasizes the theoretical guidelines, describes the principles of selection of the chosen methodological material and the possibilities of its use.

Based on the given guidelines, in the following description of the methodological part, the author offers adapted and/or self-developed methodological materials/tools according to the research issue. It is a practical proposal of the methodological ideas by the author of the Bachelor's Thesis: worksheets, objectives, exercises, descriptions of didactic games and other activities, thematic plans, etc. When elaborating the methodological part, it is necessary to take into account not only the specific subject but also the age of the students. If the methodological proposal is based on the material developed by other authors, references are

used and it is indicated that the developed worksheets/objectives/exercises/etc. are adapted to the specific topic and/or situation.

Research (empirical) part

The research part usually includes a description of the methods used in the research, a description of the research sample, a description of the course of the research.

In order for the results of the research to correspond to the good research practice, the main areas of responsibility of the researcher should be distinguished:

- 1) the professional competence of the researcher;
- 2) protection of the interests of the participants/respondents involved in the research;
- 3) the truthfulness of the data obtained in the research;
- 4) the validity of the research data collection methods used.

In conducting his research, the author shall take into account several principles that form the model of the researcher's moral behaviour:

- 1) it is a privilege, not a right, to conduct research. This means that the interests and needs of the participant/respondent involved in the study should always be respected in the design and implementation of the research, bearing in mind that the participant/respondent spends his/her time on the research;
- 2) a researcher shall respect the rights of self-determination (autonomy), dignity, anonymity, confidentiality and privacy of the participants/respondents involved in the research. Failure to respect confidentiality and anonymity will result in serious non-pecuniary damage to the participants/respondents. For reasons of confidentiality, the real names of the research participants are not shown, they are replaced with fictional words or they are encrypted.

The author summarizes and analyses the obtained results. Particular attention should be paid to the analysis of the research results. The data obtained during the research are presented in diagrams, tables, diagrams, etc., which are explained, compared and critically analysed in the text.

Conclusions

Conclusions are usually introduced in three to five sentences, which briefly describe what has been done in the Bachelor's Thesis. Then there follow four to seven brief, specific conclusions about the theoretical concept of the thesis, the nature of the methodological developments and the results of the scientific examination of these developments. The conclusions should be coordinated with the research objectives set by the author and they

should answer the formulated research question/questions or indicate whether the put forward hypothesis has been proven.

Bibliography

Bibliography should include all the sources mentioned in the text of the Bachelor's Thesis. All sources should be listed alphabetically by the first letter of the author's surname. Sources are not numbered. The bibliography first shows the sources published in one of the languages that use the Latin alphabet (Latvian, German, English, etc.), then – the sources according to the Slavic or other alphabets. All sources should be in the language in which the work was read. The bibliography mainly includes the latest publications of the last 10–15 years – works by world-famous researchers may be published earlier. The bibliography shall be accurate, observing the spacing, punctuation, and letter spacing in the rendering formula, without omitting any of the required positions. The minimum number of literature sources is 20-30 sources. The list of literature and sources must include at least 10-15 scientific articles indexed in international databases of scientific periodicals or open access scientific journals.

Examples of bibliography design

A. Books:

If there is one author. Author's Surname, the first letter of the Name. (Year of publication). *Title of the publication in italics.* Place of publication: Publishing house.

Andersone, R. (2004). *Pusaudžu sociālo prasmju veidošana*. Rīga: RaKa.

Gergen, K. J. (2009). *An invitation to social construction* (2nd ed.). London: Sage.

Штейнер, Р. (1998). *Познание человека и учебный процесс*. Москва: Парсифаль.

If there are two authors. The authors are written by separating them with a comma and putting a "&" symbol before the last author's name, the rest is to be referenced as it has been described above.

Коķe, Т., & Rupmeja, E. (2001). *K.G. Jungs mūsdienų skolas*. Rīga: RaKa.

Winch, C., & Gingell, J. (1999). *Key concepts in the philosophy of education*. London: Routledge.

Крайг, Г., & Бокум, Д. (2010). *Психология развития*. Санкт-Петербург: Питер.

If there are three or more authors. For all authors, give the surname first, then – the first letter of the name (or the first letters if there are two names) after a comma. Indicate the surname and the first letter of the name only for up to seven authors (including) – after the sixth author's surname, a "&" symbol should be used. If the work has more than seven

authors, list the first six and after the sixth author put a “&” symbol, then write the ellipsis (“...”) and indicate the last author’s surname. A total of no more than seven authors should be referenced.

Zammit, K., Sinclair, C., Cole, B., Singh, M., Costley, D., Brown a’ Court, L., &... Rushton, K. (2007). *Teaching and leading for quality Australian schools: A review and synthesis of research-based knowledge*. Canberra: Teaching Australia.

B. If the article is taken from a journal:

The author’s surname, the first letter of the name. (Year of publication). Title of the article. *Title of the journal, volume in Italics* (number), pages (from – to). If a journal article is included in an international database of scientific periodicals or in an open access scientific journal, it is usually assigned a DOI number. If an article is assigned a DOI number, it should be indicated after the page numbers of the article. There are two ways of indicating a DOI number. If a DOI number is not assigned and you access the periodical online, use the URL of the website from which you are receiving the periodical.

Author, A. A., & Author, B. B. (Year). Title of the article. *Title of the Periodical, volume number* (issue number), pages. <https://doi.org/xx.xxx/yyyy> or doi: org/xx.xxx/yyyy

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical, volume number* (issue number), pages. Retrieved: <https://xx.xxx/yyyy>

Wang, M. T., & Eccles, J.S. (2012a). Adolescent behavioral, emotional, and cognitive engagement trajectories in school and their differential relations to educational success. *Journal of Research on Adolescence*, 22(1), 31-39. <https://doi.org/10.1111/j.1532-7795.2011.00753.x>

Wang, M. T., & Eccles, J. S. (2012b). Social support matters: longitudinal effects of social support on three dimensions of school engagement from middle to high school. *Child Development*, 83, 877-895. doi: 10.1111/j.1467-8624.2012. 01745.x

Davidova, J., Kokina, I., Teivāns-Treinovskis, J. & Iliško, Dz. (2016). Transdisciplinary approach in elaboration of learning materials in the sphere of management. *International Journal of Knowledge, Innovation and Entrepreneurship*, 4(1-3), 22-33. Pārlūkots 12.12.2021: <http://www.ijkie.org/wp-content/uploads/2016/11/JEIENA-DAVIDOVA-ET-AL.pdf>

Алиева, Т. (1996). Как ребёнок воспринимает художественную литературу. *Дошкольное воспитание*, 5, 79-84.

C. If there is a compiler(s) or an editor(s):

The surname and the first letter of the name of a compiler(s) or an editor(s), then (ed.) or (comp.), (Year of publication). *Name of the source*. Place of publication: Publishing house.

Mārtinsons, K., & Pipere, A. (red.). (2011). *Ievads pētniecībā: stratēģijas, dizaini, metodes*. Rīga: RaKa.

Skujiņa, V. (Sast.) (2000). *Pedagoģijas terminu skaidrojošā vārdnīca*. Rīga: Zvaigzne ABC.

Мещерякова, Б. Г., & Зинченко, В.П. (Ред.) (2006). *Большой психологический словарь*. Санкт-Петербург: Прайм-ЕВРОЗНАК

D. If the article is from a collection of articles or conference materials:

If the citation or the idea used is in a specific chapter of the edited collection, then the references should indicate the specific author and his chapter in this collection (indicating the pages of the chapter):

- Hodges, D. (2006). The development of the musical brain. In F. McPherson (Ed.), *The Child as Musician* (pp. 51-68). Oxford: Oxford University Press.
- Vorobjovs, A., Ruža, A., & Dombrovskis, V. (2012). Daugavpils Universitātes psiholoģijas studiju programmas un ievērojamākie mācībspēki. K.Mārtinsone (Red.), *Psiholoģija Latvijā: psihologi, izglītība, profesionālā darbība* (170.-202. lpp.). Rīga: Izdevniecība RaKa.
- Zavadska, G., & Davidova, J. (2017). The didactic model of developing harmonic hearing as a basis for designing a teaching aid. In L.G. Chova, A.L. Martinez, & I.C. Torres (Eds.), *Proceedings of the 10th annual International Conference of Education, Research and Innovation* (pp. 2928-2933). IATED Academy. doi: 10.21125/iceri.2017.0828
- Колберг, Л. (2002). Методика оценки уровня развития морального сознания (Дилеммы Л.Колберга). И.Дерманова (Ред.), *Диагностика эмоционально-нравственного развития* (с. 103-112). Санкт-Петербург: Питер.
- Шпаковский, В. В. (2004). Проблемы использования принципа синергизма в управлении. *Сборник материалов международной научной конференции, Белгород, 3-5 декабря 2003*. Г.А. Котельников (Ред.). (с.166-172). Белгород: БГТУ им. В.Г. Шухова.

E. If the source is published electronically

Author's surname, the first letter of the name (or the collective author who prepared the publication). (Year of publication). If there is such – *the title of the publication in italics*. An indication that the material was taken from the Internet, showing the URL of the publication site. The date of access should only be included if the content of the page is likely to change over time (for example, if you refer to publicly edited “wiki” or social networking information, etc.):

- Purdue University Writing Lab [Facebook page]. (n.d.). Pārlūkots 22.01.2019.
<https://www.facebook.com/PurdueUniversityWritingLab/>
- Valsts izglītības satura centrs (VISC). *Sociālās zinības 1.–9. Klasei*. Pārlūkots
<https://mape.skola2030.lv/resources/200>
- Skola 2030. (2018). Izglītība mūsdienīgai lietpratībai. Pārlūkots

<https://domaundari.lv/cepure/Macibu%20satura%20un%20pieejas%20apraksts.pdf>

Izglītības un Zinātnes ministrija. (2014). *Pedagogu skaits pamata un vidējā vispārējā izglītībā*. Pārlūkots <http://izm.izm.gov.lv/registri-statistika/statistika-vispareja/11873.html>

In the bibliography, sources shall *not be numbered*. The list of literature used in the Bachelor's Thesis and the design of text references are based on the style offered by the American Psychological Association – APA Style 6th edition. If the required source or reference design is not found in the given guidelines, or if there is uncertainty about the accuracy of the design of a particular case, it is necessary to consult the APA Style guidelines. More detailed information on the **design** of the sources according to *the APA Style* can be found on:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Appendices

The appendices include additional materials used in the Bachelor's Thesis: tables, pictures, photographs, less common, as well as unpublished materials, developed worksheets, lesson/class summaries, students' creative work, examples of research data collection methods (questionnaires, observation protocol sheet, etc.), data that is too large to be included in the body of the thesis, etc. One blank page and one filled in page shall be attached to the surveys, interviews and observation reports. Appendices are numbered, but the pages of the appendix are not numbered. Each appendix shall have an appropriate title. If the work by another author is included in the appendix, a reference is required. The body of the Bachelor's Thesis should contain references to each appendix. If there are a lot of appendices, they can be bound in a separate volume.

Final page of the thesis

Ethical issues related to *plagiarism* and *self-plagiarism* should be emphasized.

On the final page, the author of the Bachelor's Thesis confirms with his/her signature that the thesis has been developed independently, has never been submitted to any other commission, has not been published anywhere before, it contains references to information taken from other sources. The signatures of the author and the scientific advisor are required on the final page. See Appendix 6 for the sample final page.

3. Layout of Bachelor's Thesis

Language of the thesis

When writing a thesis, one shall try to express his/her thoughts clearly and unambiguously, avoiding long sentences. Claims should be based on either literature data or the results of the student's own research. It should always be clearly indicated where the author uses the proven facts or regularities, but where they are expressed as assumptions, predictions, hypotheses. The text should be written in such a way that it is always possible to distinguish the author's own thoughts and the obtained data from the ideas and results expressed by other authors.

When recounting an author's views or opinion, it is customary to use introductory phrases such as:

M. Krūmiņa (2017) admits that ...

Ž. Piaget (2005) states that ...

K. Zariņš (2018) recommends...

It follows from the research by Z. Lapiņa (2016) that

Evaluating L. Vygotsky's (2003) and J. Bruner's (2004) research, one may suggest that ...

Research by R. Atkinson (2011) shows that ...

The scientific style determines the formation of sentences Passive Voice ((it has been concluded, it can be described, etc.) rather than Active Voice (I conclude, I describe, etc.). The Bachelor's Thesis must be written in the stylistically and grammatically correct Latvian language and without typographical errors.

Technical design

The main part of the Bachelor's Thesis consists of chapters and subchapters. It is recommended to start each chapter with a short introduction, which outlines the structure of the chapter, its basic concepts, the role of the chapter in the overall structure of the thesis; at the end of the chapter, there should be a brief abstract of the main findings. To be shown in the table of contents, a subchapter must be at least two pages long. If a chapter is divided into subchapters, there should be at least two of them.

The Bachelor's Thesis is printed on a computer using one side of A4 (210×297mm) paper. The font is Times New Roman, the size is 12 points, the line spacing is 1.5. Page

margins are 30 mm from the left side, 15 mm from the right side, 25 mm from the top, and 25 mm from the bottom. Chapter headings are printed on a separate line, centred symmetrically to the text, in capital letters (Times New Roman font, 12, bold); the titles of subchapters shall be printed in lower case, except for the first capital letter (bold). No full stop at the end of chapter and subchapter headings. If the title consists of two parts, a colon is placed between them. The space between the title and the text is 2 line spacing. Transferred words, comma-separated subordinated clauses, participle phrases, as well as underlining are not allowed in headings.

Each chapter (the main points indicated in the table of contents) is printed on a new page. Subchapters (paragraphs) continue on the same page marked by 2 line spacing. The space between the text and the title of the next subchapter is 3 line spacing.

Chapters are numbered in Arabic numerals following common numbering throughout the text. The number of a subchapter is made up from the number of the chapter and the one of the subchapter separated by a period, e.g., “2.3” (the third subchapter of the second chapter); in each chapter, the numbering of its subchapters starts from the beginning. Paragraph number consists of the numbers of the chapter, the subchapter and the paragraph, e.g., “1.1.2” (the second paragraph of the first subchapter of the first chapter). The numbering of paragraphs in each subsection starts from the beginning.

All pages of the Bachelor’s Thesis are numbered. Title page, summaries in Latvian and English, table of contents and the first page of introduction are not numbered, but they are included in the total number of pages. Page number is placed on the second page of the introduction for the first time. The numbering of pages stops with the last page of bibliography. The numbers in Arabic numerals are centred at the bottom of the page. Pages of appendices are not numbered and are not included in the total number of the Bachelor’s Thesis pages.

All illustrations (photographs, schemes, graphs, diagrams) are called figures and are numbered separately in each chapter, indicating the chapter/paragraph number and the number of the figure in the chapter/paragraph (e.g., Figure 2.1.1 – the indicated figure is the first figure in the first paragraph of the second chapter). Figure number and title are displayed below each figure. After the title of a figure, no full stop shall be used.

Tables are numbered sequentially throughout the thesis. Table number and table name are displayed above the table. After the title of a table, no full stop shall be used.

Table 4.1

Practical assignments developed for Grade 5. Feedback – the way the pupils show their knowledge and attitudes gained or improved during the excursion (made by the author)

Developed practical assignments	Name of practical assignment	Author/source
Individually, in small groups or in pairs	Practical assignment “Cut space”	Individually developed
Individually	Practical assignment “What is missing here or what is lost?”	Individually developed
Individually	Practical assignment “Funny and laughable!”	Individually developed
Individually, in small groups or in pairs	Practical assignment “Who freezes and who does not!” Part I.	Individually developed

Table 1.1

E. Erikson’s classification of crisis (taken from: McLeod, 2013, 25)

Stage	Psychosocial crisis	Basic virtues	Age
1.	Trust and Mistrust	Hope	From 0 to 1.5 years
2.	Autonomy and Shame	Will	From 1.5 to 3 years
3.	Initiative and Guilt	Purpose	From 3 to 5 years
4.	Industry and Inferiority	Competency	From 5 to 12 years

4. SUBMISSION AND DEFENCE OF BACHELOR'S THESIS

Thesis submission

Only computer typeset theses are accepted for defence.

The student submits the fully completed thesis, signed by the author and the scientific advisor, to the secretary of the Department of Education and Psychology 10 days before the defence of the Bachelor's Thesis.

After the thesis has been submitted, the scientific advisor writes a review on the Bachelor's Thesis. It reflects the student's attitude towards the research work and cooperation with the scientific advisor throughout the elaboration of the Bachelor's Thesis, as well as the scientific advisor's comments/remarks/suggestions.

In the subject-matter department, a reviewer is appointed for each Bachelor's Thesis. When evaluating the thesis, the reviewer considers the substantiation of the topic, the quality of the wording of the scientific categories, describes the content of the theoretical, the methodological and the research parts, the adequacy and quality of sources used, language and technical design, the quality and validity of conclusions, the strongest points, as well as raises issues/comments/suggestions for discussion. The student has the right to get acquainted with the review no later than the day before the defence of the Bachelor's Thesis.

Thesis defence

During the defence, the student first presents his/her Bachelor's Thesis in a 7-10-minute report. The presentation should include:

- the justification for the choice of the topic, the aim and the objectives of the research;
- a brief description of the theoretical part of the thesis;
- a description of the methodological developments and the possibilities for their use;
- the research methods, the research base, the research question(s) or the hypothesis;
- a description of the course of the research;
- the results of the research;
- the key findings and recommendations for further research.

Criteria for assessing the Bachelor's Thesis presentation:

- 1) reflection of the topicality of the research;
- 2) compliance with the requirements of the presentation structure;

3) the quality of the presentation of the theoretical, the methodological and the research parts of the Bachelor's Thesis;

4) quality of the presentation;

5) culture of the public speech being made and free navigation in the content of the thesis;

6) answers to the questions of the reviewer and the members of the commission board.

The author of the Bachelor's Thesis is recommended to present the main information in a free narration. After the report, the author should answer the questions asked by the reviewer and the commission board.

The thesis is assessed with a grade on a 10-point scale. The final grade consists of the scientific advisor's assessment, the reviewer's assessment and the one of the commission board.

Sample title page of Bachelor's Thesis

DAUGAVPILS UNIVERSITY
FACULTY OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF EDUCATION AND PSYCHOLOGY

Name SURNAME

**LEARNING ENVIRONMENT FOR THE
DEVELOPMENT OF SOCIAL COMPETENCE OF
GRADE 4 PUPILS**

Bachelor's Thesis

Scientific advisor:
Dr. paed., doc. Name Surname

Daugavpils, 2025

Sample application form of Bachelor's Thesis

Daugavpils University
To Head of the Department of Education and Psychology

Name Surname
Study programme at the Faculty of Humanities and Social Sciences

.....
4th year student
.....

application.

This is to request permission to write and defend Bachelor's Thesis with the title
.....
.....
.....

I am informed that this application had to be submitted to the head of the Department of Education and Psychology at Parādes 1-221 by dd.mm.20__.

The title of the Bachelor's Thesis has been agreed upon with the supervisor.

..... / /
student's signature printed name

..... / /
scientific advisor's signature printed name

dd.mm.20__

Sample abstract of Bachelor's Thesis

Abstract

Learning environment for the development of social competence of Grade 4 pupils

Author of the thesis: Name SURNAME

Scientific advisor: Dr.paed., doc. Name Surname

Volume of the bachelor's thesis: 55 pages, 3 tables, 10 figures, 25 appendices, 30 bibliography sources were used.

2-4 sentences briefly describe what is in the bachelor's thesis – for example, the history of the concepts is analysed in the thesis and the basic principles of organizing the learning environment are described. A study has been carried out to find out the dominant factors that determine a successful learning environment. Practical objectives and descriptions of thematic plans for a successful learning environment in Grade 4 have been developed and offered.

Research object:

Research subject:

Aim of the research:

Research question/hypothesis:

Research objectives:

Research methodology:

Research base:

Key words: (5 –7 words, that are most frequent in the thesis and express the essence of the theses)

For example, LEARNING ENVIRONMENT, SOCIAL COMPETENCE, DEVELOPMENT ...

The thesis can be useful for (indicate the target audience, e.g., primary education teachers)

Sample table of contents of Bachelor's Thesis

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Examples of scientific categories of Bachelor's Thesis

Topic	Aim	Objectives	Research question/hypothesis	Research object	Research subject
Acquisition of the topic “.....” in the teaching process of natural sciences in Grade 4	To study the possibilities of acquiring the topic “.....” in the study process of natural sciences in Grade 4	1. To determine the theoretical foundations of the research. 2. To develop the topics of didactic materials for the acquisition of “.....” in Grade 4. 3. To experimentally test the possibilities of the developed didactic material for the acquisition of the topic “.....” in Grade 4	Hypothesis: The developed didactic material promotes the acquisition of the topic “.....” in Grade 4	Lesson topics for the acquisition of natural sciences in Grade 4	Didactic material for the acquisition of the topic “.....” in Grade 4
Didactic games for the development of pupils' social skills in Grades 1-3	Izpētīt didaktisko spēļu iespējas 1.–3. klases skolēnu sociālo prasmju attīstības veicināšanai	1. To determine the theoretical foundations of the research. 2. To develop didactic games for the development of pupils' social skills in Grades 1-3. 3. To experimentally test the possibilities of the developed didactic games to promote the development of pupils' social skills in Grades 1-3 classroom.	Hypothesis: the developed didactic games promote the development of pupils' social skills in Grades 1-3	The development of pupils' social skills in Grades 1-3	Possibilities of didactic games to promote the development of pupils' social skills in Grades 1-3
Learning environment for the development of social competence of Grade 4 pupils	To study the impact of the learning environment on the development of social competence of Grade 4 pupils.	1. To analyse scientific research literature, normative documents about the learning environment and pupils' social competence at primary school. 2. To compile, develop and test didactic material for the development of social competence of Grade 4 pupils. 3. To study and observe the influence of didactic material on the development of social competence of Grade 4 pupils. 4. To ask and find out the opinion and experience of Grade 4 teachers related to teaching social competence.	What is the methodological solution for the promotion of the learning environment for the development of social competence of Grade 4 pupils?	Learning environment in Grade 4	Organizing a learning environment for the development of social competence of Grade 4 pupils

Sample final page of Bachelor's Thesis

Bachelor's Thesis is elaborated at
The Faculty of Humanities and Social Sciences
The Department of Education and Psychology
Daugavpils University

I, the undersigned, certify that I am the author of this Bachelor's Thesis. This thesis has never been submitted to any other commission, it has not been published anywhere before, it uses only the referenced sources of information. The electronic copy of the submitted work corresponds to the printout.

The author of the Thesis.....
(signature)

I recommend/do not recommend the thesis for defence

Scientific advisor
(signature)

Bachelor's Thesis was defended at the meeting of the State Examination Commission
dd.mm. 20 ____.

Head of the State Examination Commission.....
(signature)