



# MASTER THESIS GUIDANCE: ONLINE WORKSHOP IV EDITION

January 24th, 2024

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# Useful information

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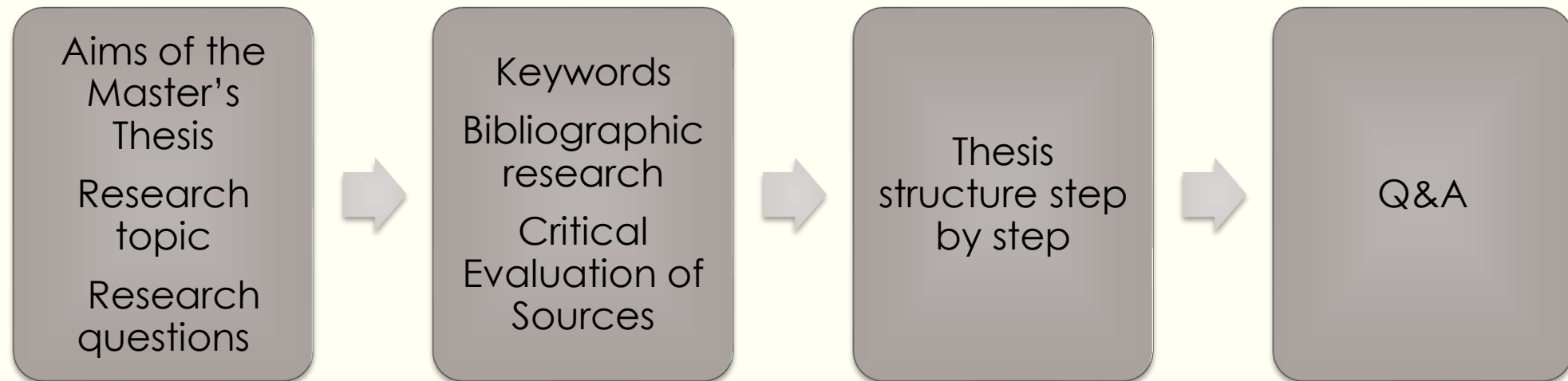
- MHR thesis template and information on graduating procedure: [Graduating](#)
- UNIMI SBA courses (Thesis preparation, organization of references): check for available sessions [here](#)
- Infodesk meeting **“Step by step to graduation”**: **February 7<sup>th</sup>, 15:00-16:00**

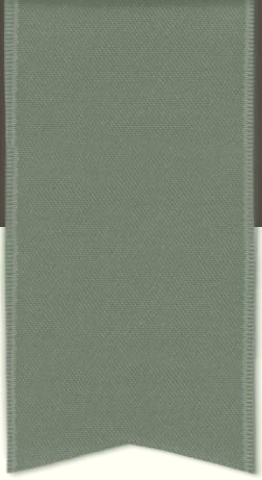
## **Important deadlines for the upcoming winter graduation session (March 2024)**

- Online application for graduation: from 15 to 31 January 2024
- Graduate questionnaire completion deadline: within 31 January 2024
- Deadline for completing exams: **within 31 January 2024**
- Online thesis submission: from 19 to 29 February 2024
- The calendar will be published indicatively on: 18 March 2024
- Thesis presentation and announcement: on 25-27 March 2024

# Workshop Agenda

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# INTRODUCTION

# Master's thesis and degree award

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- Thesis is an **original work** addressing a specific relevant topic in relation to the contents addressed during the program.
- **Avoid plagiarism:** Supervisors and/or tutors may check theses (both drafts and final versions) for plagiarism using the Compilatio.net software.
- The final thesis should be long approximately **100/120 pages**.
- It leads to the award of the master's degree.
- A total of **15 credits** are reserved for the design, preparation and writing up of the master's dissertation.
- The formal assignment of these credits can only take place at the moment when the dissertation is **completed and discussed**, and the final examination has been passed.
- **The final examination** consists in the submission and public discussion, in front of a committee, of a master's dissertation.
- To be awarded a master's degree the student must score at least **66/110** on the final exam. The maximum mark is 110/110, with possible honours.

# Supervisor and co-supervisor

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The master's dissertation is written under the guidance of a supervisor and a co-supervisor

- Your supervisor is your guide and the most important source of help in the development of the thesis
- You will have to choose a co-supervisor in agreement with your supervisor
- More on this topic in the upcoming meeting “Step by step to graduation”

## **NB**

- **Professors might be overwhelmed by other stuff to do**
- **You won't have much time to spend with them...use it well!**
- **If the professor you'd like to be your supervisor is very busy, you'll have to start working on your thesis well in advance**

# Types of theses\*

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## EMPIRICAL

An empirical thesis is an academic research in which certain information and data are collected from reality (e.g., organizations, communities, universities, schools) to answer certain research questions.

Different methods (qualitative vs quantitative) to collect data are possible.

The method you will choose depend on the questions you want to answer!

## LITERATURE REVIEW

A literature review is an academic research in which certain information and data are collected from scientific sources (e.g., journals) to answer specific research questions.

A literature review has to be **systematic** meaning that it has to adopt a rigorous method to retrieve the sources (e.g., PRISMA).

*Please note:*

*\* The type of thesis you will develop should be agreed with your supervisor. It is ok to have some initial ideas!*

# Types of theses: the process

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## EMPIRICAL

- Choose a topic of interest
- Search for the relevant literature on the topic
- Develop research questions
- Define a method to answer your RQs (e.g. quantitative)
- Develop the instrument to collect data (e.g., survey)
- Collect data
- Analyse the data to answer your RQs

## LITERATURE REVIEW

- Choose a topic of interest
- Skim read relevant and recent (<5 year) literature on the topic
- Develop relevant research questions
- Systematically search for the relevant literature (with a clear method, such as PRISMA)
- Synthesize and analyse the retrieved literature to answer your research questions
- Example of literature review paper: [link](#)



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# FROM TOPIC DEFINITION TO RESEARCH QUESTIONS

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# Topic vs research question

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Your topic is the **general**, overarching area that you're interested in, while the research question is a **focused**, smaller sliver of information you're questioning within that topic.

*Example of topic: cyberloafing and productivity*

# Choosing a topic

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In choosing the topic you have to take account of:

- your interest towards the issue;
- how relevant the issue is;
- research feasibility;
- actual time availability;
- your post-degree plans and perspectives;
- how useful your work on the issue may result when searching for employment.

# Narrowing down process

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| Process   | Example  |
|---|--|
| Choose a topic  | Recruiting   |
| Narrow your topic using «and» or «or»   | Recruiting and social media  |
| Narrow your topic by addressing time, place, a particular group or individuals, a school of thought, or a point of view | Recruiting and social media, use and perception of HR managers in the Italian context  |
| Ask questions you will be interested in researching   | Do HR managers rely on social media when it comes to recruiting new candidates in Italian companies?<br><br>What are HR managers' perceptions about the use of social media in the recruiting process? |

# Narrowing down process: example

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## ***Mobbing***

**What things would you need to find out in order to write about this topic?**

**What people** (general employees, blue collars, white collars, managers?), **places** (*in which context? Sector? Industry? Country?*) **and related concepts** (*consequences (e.g., turnover intention), policies, statistics, such as number of people who experienced it?*) **are connected to this idea?**

Some background readings: **find relevant recent literature (published within 5-year time span) about mobbing**

**Freeform brainstorm - look at aspects of the topic from above that appeal to you** - put into the form of questions: *Mobbing and turnover intention? Is there a connection between those who suffers from mobbing and those who engage in mobbing? What policies have been put in place in organizations (or a specific context) to combat mobbing? What is the relationship, if any, between gender and/or ethnic status and mobbing?*

# Techniques to come up with a research question

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## **Option 1**

Literature review - Discussion section - Look for Research Avenues

## **Option 2**

You can assess if the existing literature is relevant and suitable within another specific context, such as a certain country, or a certain industry, or a certain socio-demographic group.

## **Option 3**

Brainstorming and mind-mapping the area.

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Please take 5 minutes of time to think  
about a topic of your interest and try to  
define a set of three Research  
Questions



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# FROM RESEARCH QUESTIONS TO KEYWORDS

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Once you have defined the questions you want to answer with your work, you need to map the **relevant literature** to have a deeper understanding of what has been already said about the topic of your interest

**Tip:** start by searching for **the most recent literature review** on the topic (if present) it will help you to have an overview of the main findings and sources

# Define keywords

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Once defined the question, you need to break it down into searchable keywords and phrases

*RQ: Does the use of social media by HR managers in the recruiting process impact their final choice?*

- Start from the words that pop out right away, e.g., “*social media*”; “*recruiting*”
- Think about what synonyms, acronyms, abbreviation and related terms might also be useful as search terms. e.g., “*Multinational companies*” with “*MNCs*”; “*HRM*” or “*HR*” with human resources; “*organizational behaviour*” with “*OB*”
- Rule of thumb: from **2 up to 4 keywords** for search

# Boolean operators

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| Operator   | Example  | Result   |
|------------|--|--|
| <b>AND</b> | business AND ethics<br>cooking AND Spain                   | Retrieves records that contain<br>ALL of the search terms.   |
| <b>OR</b>  | hotels OR motels<br>CEO OR president<br>theater OR theatre | Retrieves records that contain<br>ANY of the search terms, but<br>does not necessarily include<br>all of them. |
| <b>NOT</b> | java NOT coffee<br>Clinton NOT (William OR<br>Bill)        | Excludes records containing<br>the second search term.   |

# Modifiers

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| Modifier                       | Example   |
|--------------------------------|---|
| <b>Asteriks</b> _____*         | admin* will return: administrator, administration, administer, administered, etc.   |
| <b>Quotation marks</b> “_____” | “Director of Tax” will only return “Director of Tax.” If you searched for Director of Tax without the quotation marks, on some search engines, it will split up the words Director and Tax and highlight them as relevant matches even when not mentioned as an exact phrase. |
| <b>Parentheses</b> (_____)     | As a best practice, use parentheses to encapsulate OR statements for the search engines to execute them properly. e.g. (ethics OR moral OR value) AND (develop OR social OR change).  |

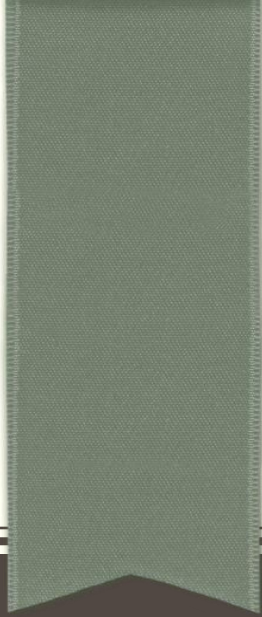
# What keywords can you think of?

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RQ 1: What is the impact of cyberloafing on employees' productivity?

RQ2: What is the impact of work from home on employees' well-being?



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# FROM KEYWORDS TO BIBLIOGRAPHIC RESEARCH

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# Types of sources

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- Articles from scientific journals
- Textbooks and handbooks
- Reviews
- Dissertations and Thesis
- Conference Papers and Research Reports
- Monographs
- Government Papers (e.g. the Eurobarometer issued by the European Commission)
- Data Archives (<https://CESSDA.net/>)
- Web Sites: be careful in using the information gained from the internet (e.g. Wikipedia), it might not be accurate and verified!

# How to evaluate the quality of the sources?

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## **Currency**

(the timeliness of the information)

- When was the information published or posted?
- Has the information been revised or updated?
- Is the information current or out-of-date for your topic?
- Are the links functional?

## **Relevance**

(the importance of the information for your needs)

- Does the information relate to your topic or answer your question?
- Does it provide a superficial treatment or a detailed analysis?
- Who is the intended audience?
- Is the information at an appropriate level?

## **Authority**

(the source of the information)

- Who is the author/publisher/source/sponsor?
- What are their credentials or organizational affiliations?
- What are the author's qualifications to write on the topic?
- Is there contact information?

# **CRAAP test**

## **Accuracy**

(the reliability and correctness of the content)

- Where does the information come from?
- Is the information supported by evidence?
- Has the information been reviewed or refereed?
- Can you verify any of the information?
- Are there spelling, grammar, or other typographical errors?

## **Purpose**

(the reason the information exists)

- Is the purpose stated?
- Is the subject approached from an objective standpoint?
- Are there political, ideological, cultural, religious, institutional, or personal biases?

# How to access the sources?

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- UNIMI digital library **MINERVA**: sign in using your university credentials
- **Google Scholar**: free access; a good starting point for identifying journal, papers, authors connected with subjects of interest
- **Multidisciplinary scientific databases:**
  - Scopus: full access by institutional subscription only
  - Web of Science: institutional subscription only
  - ScienceDirect: free access
  - Directory of Open Access Journals (DOAJ): free access

# Google Scholar: a quick exercise

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***How many articles have you found? Write in the chat***

# Google Scholar: a quick exercise

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The screenshot shows the Google Scholar interface. At the top left is the Google Scholar logo. To its right is a search bar containing the text "recruiting AND social media" and a blue search button with a magnifying glass icon. Below the search bar, the word "Articles" is displayed with a blue diamond icon. To the right of "Articles", the text "About 1,570,000 results (0.09 sec)" is circled in red. On the left side of the results area, there are three filter sections: "Any time" with options "Since 2024", "Since 2023", "Since 2020", and "Custom range..."; "Sort by relevance" with the option "Sort by date"; and "Any type" with the option "Review articles". The main results area displays two articles. The first article is titled "Best practices for using social media as a recruitment strategy" by SA Madia, published in Strategic HR Review, 2011, from emerald.com. Its snippet reads: "... the current state of social media for recruitment and its relation ... a social media recruitment strategy plan, appropriate resources and the importance of a content strategy and social media ...". It has options for "Save", "Cite", "Cited by 207", "Related articles", and "All 2 versions". The second article is titled "[PDF] Recruitment strategies: a power of e-recruiting and social media" by N Sharma, published in International Journal Of Core Engineering and ..., 2014, from academia.edu. Its snippet reads: "... Now a day's recruitment through social media is also in. Top companies refer ... the benefits of using social media in recruitment the following questions are asked by recruiters. ...". It has options for "Save", "Cite", "Cited by 41", "Related articles", "All 2 versions", and a double diamond icon.

# Searching criteria: how to refine the search results?

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- **Keywords:** exact phrase, Boolean operators
- **Time period:** you can decide to focus on a specific time period of the publication (publication date - no more that 5 years ago).
- **Type of source:** papers in journals, books, conference articles, PhD or master thesis
- **Journal** in which the article has been published
- **Author**
- **Subject:** field of study (e.g., social psychology)

# Advanced search: from >1,5 mln to 16,5k papers

The image shows a Google Scholar search interface. At the top, the search bar contains the query "recruiting AND social media 'social media'". Below the search bar, it indicates "About 16,500 results (0.13 sec)". An "Advanced search" dialog box is open, displaying the following options:

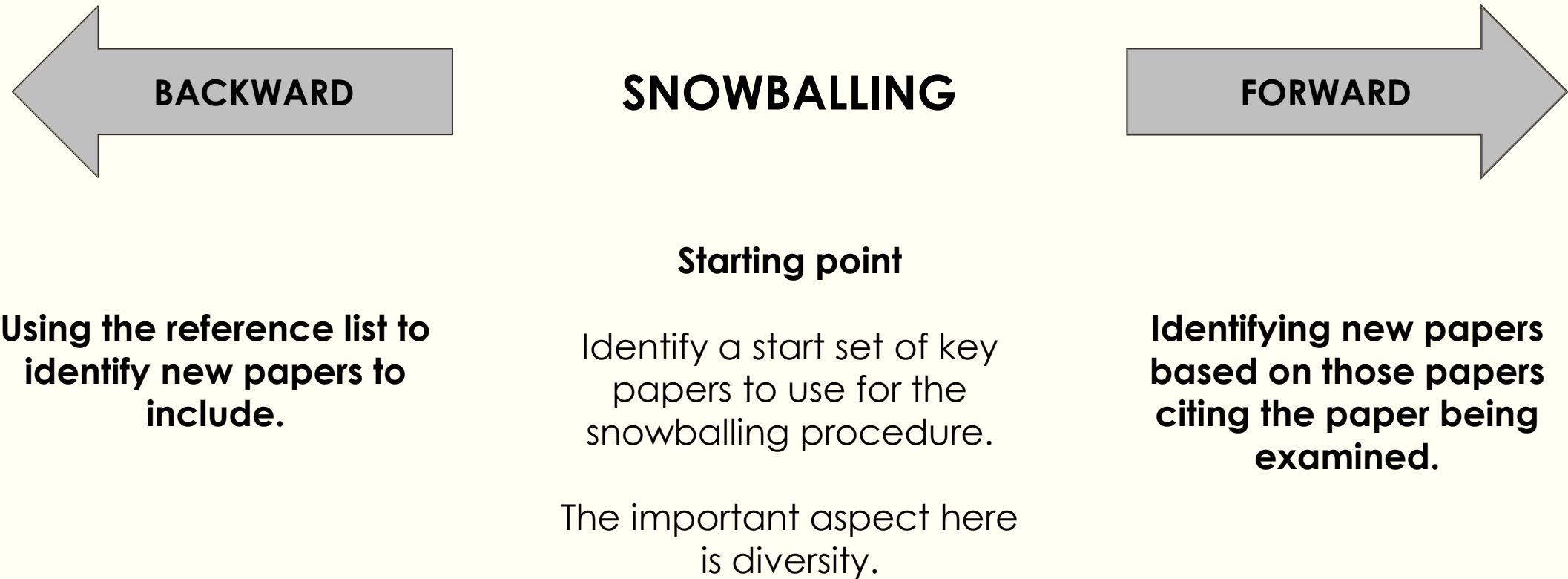
- Find articles**
  - with **all of the words**: recruiting AND social media
  - with the **exact phrase**: social media
  - with **at least one of the words**: (empty)
  - without the words**: (empty)
- where my words occur**
  - anywhere in the article
  - in the title of the article
- Return articles authored by**: (empty)
- Return articles published in**: (empty)
- Return articles dated between**: 2018 — 2023

The background shows search results for "Recruitment via social media" and "The impact of social media on recruitment".

# Snowballing method

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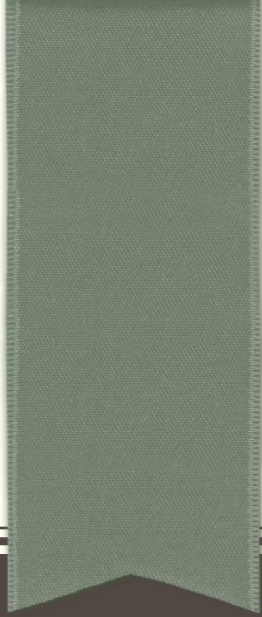


# Practical session

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## **Think about your topic and your research questions**

- Open MINERVA or Google Scholar and insert the search string. How many results have you found?
- Try to refine the search using the Advanced Settings. What search criteria could you use to refine your research?
- What is the final number of papers you have?



# WRITING THE THESIS

# Thesis structure

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- Title
- Table of Contents
- Acknowledgements
- Abstract
- Introduction
- Chapters:
  - Literature Review /Background
  - Methodology /Methods
  - Findings and Analysis
- Conclusions
- References
- Appendices

# Table of contents

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- The Table of contents has to be **agreed with your supervisor**, after the topic of the thesis has been carefully examined and contextualized
- A well-structured Table of contents can:
  - help you consider the topic rationally and select the ideas to focus on;
  - allow your supervisor to understand how you intend to develop your argument, thus enabling him/her to give you precise directions
- Each chapter can be divided into two or more paragraphs
- Even further division into two or more subparagraphs is possible; it is, however, better to **avoid overuse**

# How to create a Table of contents?

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| Table of Contents   |           |
|---|-----------|
| List of Tables  | ix        |
| List of Figures   | x         |
| <b>1 Introduction</b>   | <b>1</b>  |
| 1.1 The Demand for Formation Flight-Capable UAS . . . . .                     | 1         |
| 1.2 Types of Formation Flight . . . . .                                       | 3         |
| 1.2.1 Control Approaches . . . . .  | 3         |
| 1.2.2 Formation Strategies . . . . .  | 4         |
| 1.3 Advantages of Vision-Based Localization . . . . .                         | 6         |
| 1.4 Related Work . . . . .  | 7         |
| 1.4.1 UAV Formation Flight Work at Cal Poly . . . . .                         | 8         |
| 1.4.2 Camera Based Localization for Autonomous UAV Formation Flight . . . . . | 9         |
| 1.5 Objective of Thesis . . . . .   | 11        |
| 1.6 Organization of Thesis . . . . .  | 13        |
| <b>2 Background</b>   | <b>14</b> |
| 2.1 Reference Frames and Coordinate Transformations . . . . .                 | 14        |
| 2.1.1 Body Frames . . . . .   | 14        |
| 2.1.2 Camera Frame . . . . .  | 15        |
| 2.1.3 Formation Frame . . . . .   | 16        |
| 2.1.4 General Coordinate Transformation . . . . .                             | 17        |
| 2.2 Perspective- $n$ -Point (PnP) Solution . . . . .                          | 18        |
| 2.2.1 Camera Model . . . . .  | 18        |
| 2.2.2 EPnP Algorithm Overview . . . . .                                       | 21        |
| <b>3 Development Platform and Hardware</b>                                    | <b>25</b> |

[Watch this MS Word tutorial](#)

# How to Write an Abstract

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- An abstract is not an introduction but a complete summary of the whole thesis in a condensed form using academic terminology.
- 200-300 words maximum

## **IMRaD (Introduction, Methods, Results, and Discussion) approach**

### **1. Background or Introduction:**

- What is currently known?
- Why is it important to look at this specific topic from the angle you chose?
- What has not been investigated previously?

**2. Objectives:** What is the purpose of the study?

**3. Methods:** How was the research done?

**4. Results:** What did the research find?


**5. Conclusions:** What do the results mean? What recommendations can be made? What are the implications?

# Abstract: example

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Teachers' social support and classroom management are related to secondary students' achievement, domain-specific interest, and self-concept. However, little is known about whether social support and classroom management shape secondary students' general school adjustment beyond these domain-specific outcomes. To investigate this question, we drew on data from a large longitudinal research project (N = 5,607 secondary students, N = 227 classes). We applied student and teacher ratings of social support and classroom management to investigate their perspective-specific validities for predicting student outcomes. To measure students' school adjustment, we assessed achievement as a domain-specific indicator and school satisfaction, truancy, and self-esteem as more general aspects. Multilevel confirmatory factor analyses showed that both teachers and students distinguished between social support and classroom management. Teacher and student ratings of classroom management largely converged, whereas their perceptions of social support were not statistically significantly associated with one another. In multilevel structural equation modelling, both perspectives uniquely predicted students' school adjustment: Student-rated social support was linked to all outcomes at the student level and to school satisfaction and self-esteem at the class level. Classroom management showed only weak associations with outcomes at the student level, but at the class level, student-rated classroom management was related to truancy and teacher-rated classroom management was linked to school satisfaction and student achievement. These findings highlight the important role of teachers in students' general school adjustment and show the benefit of considering different perspectives and levels of analyses.

 Establishing the context

 What is not known, what is the purpose

 Describing methodology

 Presenting the results

 Discussing the findings

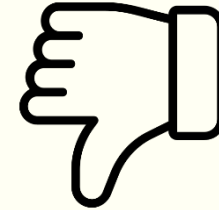
# Abstract Do's and Don'ts

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**DO**

- Keep it concise and to the point.
- Show clear research gap.
- Focus on key results, conclusions and take-home messages.
- Use clear, relatively simple sentences.
- Include keywords or phrases.
- Follow the structure.



**DON'T**

- Use abbreviations, acronyms, or contractions.
- Include citations or references.
- Use idiomatic/rhetorical language.
- Use complex sentences.
- Exceed the word limit.
- Repeat statements.

# Introduction

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- Sufficient background information allowing the reader to understand the topic and the context.
- Problem statement: what are the research gaps?
- Research questions
- Significance of your research: what are the contributions to the literature?
- Outline the structure of your thesis
- The results of the research need not be disclosed; they can nevertheless be mentioned briefly

# Literature review

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- Demonstrate your knowledge of the past research and the gap
- Literature review is not just synthesizing what everyone has said in relation to your research. So, your writing needs to be **analytical not just descriptive**.
- Not just a list of theories: the sections should be **connected to each other and to your research questions**
- The order and the structure of the literature review section should be **coherent with the steps of your analytical strategy**.

The literature review section should **answer the following questions**:

- *What has been previously done and what is the current status of the topic?*
- *Who studied the topic (well-known scholars)?*
- *What are the follow up recommendations of previous studies?*
- *What is the aim of your research? Do you intend to support, refute, clarify and add to the body of knowledge?*

# Methodology

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The methodology is an overview of your research approach. In this section you describe **how** you intend to address your research questions.

Enough detail should be included so that another researcher could replicate your study.

| Methodological approach | Description  | Data collection techniques   |
|-------------------------|--|--|
| <b>Quantitative</b>     | <ul style="list-style-type: none"><li>deals with numerical data and the statistical analysis of this data</li><li>typically, deductive reasoning is used (moving from the general to the specific)</li></ul> | <ul style="list-style-type: none"><li>Surveys/questionnaires</li><li>Experiments</li></ul>           |
| <b>Qualitative</b>      | <ul style="list-style-type: none"><li>deals with qualities of phenomena that cannot be quantified</li><li>typically, inductive reasoning is used (moving from the specific to the general)</li></ul>         | <ul style="list-style-type: none"><li>Interviews</li><li>Focus groups</li><li>Observations</li></ul> |
| <b>Mixed method</b>     | combines quantitative and qualitative approaches by including both kinds of data in a single study.  |  |

# How to choose an approach

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*What are your research questions:*

- Aim to describe the characteristics of something?
- Explore an under-researched topic?
- Establish a causal relationship?

*What type of data do you need to answer your research questions:*

- Quantitative data, qualitative data, or a mix of both?
- Primary data collected yourself, or secondary data collected by someone else?
- Experimental data gathered by controlling and manipulating variables, or descriptive data gathered via observations?

*When you have the data, how do you plan to analyse it?*

**REMEMBER:** This may seem a rather negative approach, but there is no point in producing a grandiose scheme that requires a year and a team of researchers if you are on your own. **Don't stress out! Don't get wrapped up in methodology!**

# Exercise

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Research question

***How satisfied are employees with their jobs?***

Which approach can answer this question?

And why?

# Potential answers

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## **Qualitative**

- Interviews with 15 employees and ask them open-ended questions
- Transcribe the interviews and try to find patterns

## **Quantitative**

- Survey, let's say, 300 employees, asking them about their level of job satisfaction on a Likert scale or use the existing dataset
- With the collected data run a statistical analysis

## **Mixed method approach**

- First conduct interviews with the employees, through which you get new insights and come up with hypothesis that you want to test.
- Then test the hypothesis using quantitative methods.

# Results and Conclusions

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## **Results**

- Describe and interpret your empirical findings in detail
- Compare to what is reported by the existing literature;
- Compare with the initial research hypotheses, detailing whether they have been confirmed or not and why.

## **Conclusions**

- Summarize what you have done and what you have found with respect to your research questions. Connect to the theory.
- Highlight the original aspects of the research, as well as the advancements achieved in scientific knowledge on the topic.
- Describe the implications of your research, as well as limitations that have to be tackled by future research.

# References

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**The American Psychological Association (APA)** referencing style is a most commonly used reference style across a variety of disciplines.

Anyway, it is always better to ask your supervisor the reference style he/she prefers.

## **APA In-Text Citations**

### **Direct:**

- According to Jones (1998), "students often had difficulty using APA style, especially when it was their first time" (p. 199).

### **Indirect:**

- According to Jones (1998), APA style is a difficult citation format for first-time learners.
- APA style is a difficult citation format for first-time learners (Jones, 1998).

### **APA references:**

Gruman, J.A., & Saks, A. M. (2011). Performance management and employee engagement. *Human resource management review*, 21 (2),123-136.

For more examples of references see the *THESIS TEMPALTE* available [here](#)

# Tips for reference management

The image shows a Google Scholar search interface. The search query is "recruiting and social media". The results list includes a paper titled "Using social media as a research recruitment tool: ethical issues and recommendations" by Luke Gelinas, R. Pierce, S. Winkler, I.G. Cohen, H.F. Lynch, and B.E. Bierer. The "Cite" dialog box is open, showing the citation in several styles: MLA, APA, Chicago, Harvard, and Vancouver. The APA citation is circled in red. The citation text is: "Gelinas, L., Pierce, R., Winkler, S., Cohen, I. G., Lynch, H. F., & Bierer, B. E. (2017). Using social media as a research recruitment tool: ethical issues and recommendations. *The American Journal of Bioethics*, 17(3), 3-14."

Google Scholar recruiting and social media

About 16,500 results (0.13 sec)

Using **social media** as a research recruitment tool: ethical issues and recommendations  
L Gelinas, R Pierce, S Winkler, IG Cohen...  
... (i) website policies and "terms of use," (ii) potential participants, and (iii) managing on...  
☆ Save **Cite** Cited by 501 Related

**The impact of social media on recruitment**  
T Koch, C Gerber, JJ De Klerk - SA Journal...  
... With the exponential growth in social me...  
... the volume of work that emanates from us...  
☆ Save **Cite** Cited by 168 Related

[HTML] **Social media as a recruitment tool**  
COVID-19 knowledge, beliefs, and ...  
SH Ali, J Foreman, A Capasso... - BMC me...  
... current study), suggesting a strength of s...  
per response in the context of COVID-19 ar...  
☆ Save **Cite** Cited by 177 Related

[HTML] A multi-modal recruitment strategy using social media and internet-... [HTML] plos.org

**Cite**

MLA Gelinas, Luke, et al. "Using social media as a research recruitment tool: ethical issues and recommendations." *The American Journal of Bioethics* 17.3 (2017): 3-14.

**APA** Gelinas, L., Pierce, R., Winkler, S., Cohen, I. G., Lynch, H. F., & Bierer, B. E. (2017). Using social media as a research recruitment tool: ethical issues and recommendations. *The American Journal of Bioethics*, 17(3), 3-14.

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Harvard Gelinas, L., Pierce, R., Winkler, S., Cohen, I.G., Lynch, H.F. and Bierer, B.E., 2017. Using social media as a research recruitment tool: ethical issues and recommendations. *The American Journal of Bioethics*, 17(3), pp.3-14.

Vancouver Gelinas L, Pierce R, Winkler S, Cohen IG, Lynch HF, Bierer BE. Using social media as a research recruitment tool: ethical issues and recommendations. *The American Journal of Bioethics*. 2017 Mar 4;17(3):3-14.

BibTeX EndNote RefMan RefWorks

# Reference management time savers

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[Mendeley](#)

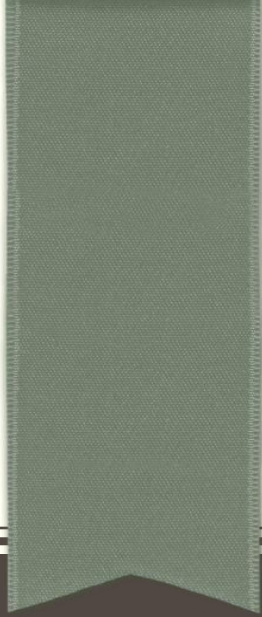
*Mendeley and Citavi  
workshops by UNIMI SBA:  
[register here](#)*



[Endnote](#)



[Zotero](#)



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# QUESTIONS AND ANSWERS

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