

# AoL-report - BSc.oecon.

- **Measuring point:** Bachelor project June 2020
- **Number of students to be measured:** 38
- **Number of measures:** 35

Learning goals	To a great extent (7-12)		To some extent (02-4)		Insufficient (-3 - 00)		Improvements decided by the study board
	<i>Target:</i> 80%		15%		5%		
	%	N	%	N	%	N	
<b>1. The student demonstrates with the bachelor project the ability to identify and define a relevant economic problem</b>	71%	25	29%	10	0%	0	<b>Recommendation from AoL committee:</b> The requirement to satisfactorily identify and define a relevant problem on a bachelor's level is much lower than at a graduate level and there is thus no recommendation.  <b>Improvements decided by the study board</b> None
Group	75%	18	25%	6	0%	0	
Individually	64%	7	36%	4	0%	0	
<b>2. The problem statement contains a clearly defined question and/or hypotheses</b>	69%	24	31%	11	0%	0	<b>Recommendation from AoL committee:</b> None  <b>Improvements decided by the study board</b> None
Group	67%	16	33%	8	0%	0	
Individually	73%	8	27%	3	0%	0	
<b>3. The student's choice of theoretical and academic sources are relevant to the issue</b>	69%	24	31%	11	0%	0	<b>Recommendation from AoL committee:</b> None  <b>Improvements decided by the study board</b> None
Group	79%	19	21%	5	0%	0	
Individually	45%	5	55%	6	0%	0	

<b>4. The choice of analysis and solution methods is justified by the student</b>	<b>43%</b>	<b>15</b>	<b>49%</b>	<b>17</b>	<b>9%</b>	<b>3</b>	<p>There are several methods which can be used to analyze problems within economics (as well as in related areas). Notwithstanding, for a specific problem the appropriate choice of method is often quite limited and is given by the relevant research-based literature. Hence, it is not seen as a key element to focus a lot on a method choice, albeit it has some merit and does deserve a short description in the thesis. If competences in such reflections should be strengthened, it must be done prior to writing the thesis. For example, the student is encouraged to discuss this together with the supervisor when narrowing down the problem statement. The Study Board can consider offering a fifth semester course as a "Seminar in Economics" in which competences related to this point as well as searching literature and presentation skills are enhanced.</p> <p><b>Improvements decided by the study board</b> The study board will look into the possibility to have an elective course in the 5<sup>th</sup> semester</p> <p>As part of the bachelor project the study board suggest to have workshops, improve organization of the supervision, and introduction of milestones during the bachelorproject. Finally, give students access to bachelor projects that have been handed in previously.</p>
Group	42%	10	50%	12	8%	2	
Individually	45%	5	45%	5	9%	1	
<b>5. The report has a logical structure from problem statement to conclusion</b>	<b>60%</b>	<b>21</b>	<b>40%</b>	<b>14</b>	<b>0%</b>	<b>0</b>	<p><b>Recommendation from AoL committee:</b> This item relates to item #4. The answer to that item is relevant here as well.</p> <p><b>Improvements decided by the study board</b> <b>See #4</b></p>
Group	67%	16	33%	8	0%	0	
Individually	45%	5	55%	6	0%	0	
<b>6. The report documents that the student has systematically searched information and literature for the project</b>	<b>77%</b>	<b>27</b>	<b>9%</b>	<b>3</b>	<b>14%</b>	<b>5</b>	<b>Recommendation from AoL committee:</b>

Group	79%	19	4%	1	17%	4	This item relates to item #4. The answer to that item is relevant here as well.  <b>Improvements decided by the study board</b> <b>See #4</b>
Individually	73%	8	18%	2	9%	1	
<b>7. The reference list is consistently drawn up according to a recognized reference system</b>	<b>69%</b>	<b>24</b>	<b>23%</b>	<b>8</b>	<b>9%</b>	<b>3</b>	<b>Recommendation from AoL committee:</b> This item relates to item #4. The answer to that item is relevant here as well.  <b>Improvements decided by the study board</b> <b>See #4</b>
Group	79%	19	17%	4	4%	1	
Individually	45%	5	36%	4	18%	2	
<b>8. The text contains correct references to the sources used</b>	<b>71%</b>	<b>25</b>	<b>26%</b>	<b>9</b>	<b>3%</b>	<b>1</b>	<b>Recommendation from AoL committee:</b> This item relates to item #4. The answer to that item is relevant here as well.  <b>Improvements decided by the study board</b> <b>See #4</b>
Group	75%	18	25%	6	0%	0	
Individually	64%	7	27%	3	9%	1	
<b>9. The student can give an oral presentation of the project within the allotted time</b>	<b>77%</b>	<b>27</b>	<b>23%</b>	<b>8</b>	<b>0%</b>	<b>0</b>	<b>Recommendation from AoL committee:</b> This item relates to item #4. The answer to that item is relevant here as well.  <b>Improvements decided by the study board</b> <b>See #4</b>
Group	75%	18	25%	6	0%	0	
Individually	82%	9	18%	2	0%	0	
<b>10. The oral presentation is well structured</b>	<b>80%</b>	<b>28</b>	<b>17%</b>	<b>6</b>	<b>3%</b>	<b>1</b>	<b>Recommendation from AoL committee:</b> Nothing in particular, albeit an oral presentation of a seminar as suggested in item #4 is likely to improve the skills on this matter.
Group	79%	19	17%	4	4%	1	

Individually	82%	9	18%	2	0%	0	<b>Improvements decided by the study board</b> <b>See #4</b>
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## Studienævnets bemærkninger (møde 8. december 2020)

### **Økonomi, generelt**

Studienævnet mener at target-værdien i for kategorien ”To a great extend” (80%) er sat for højt i forhold til det karakterinterval og læringsmål den repræsenterer. Studienævnet foreslår derfor at ændre måltallene til 75% for ”To a great extend”, 20% for ”To some extend” og 5% for ”Insufficient”.

Derudover bemærker studienævnet, at der ser ud til at være stor forskel på om de studerende skriver i en gruppe eller individuelt, og at der måske burde lave forskellige targets for de to kategorier, da sammensætningen af grupper/individuelle studerende kan påvirke det samlede resultat, alt andet lige.

### **BSc.Oecon**

I punkt 4 anbefales det at man opretter et 5. semester valgfag i form af en seminaropgave, der kan træne denne færdighed. Studienævnet har derudover følgende forslag:

- Workshop i forbindelse med bachelorprojektet
- Forbedring af organiseringen af vejledning i forbindelse med bachelorprojektet
- Indføring af en delopgave i forbindelse med bachelorprojektet så vejlederne kan sikre sig at de studerende er på rette spor
- Vise de studerende tidligere bachelorprojekter (med tilladelse)