

AoL-report – MSc.oecon.

- **Measuring point:** Master’s thesis June 2020
- **Number of students to be measured:** 30
- **Number of measures:** 24

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	
1. The student can identify a relevant scientific problem within economics of relevance for the profile	75%	18	17%	4	8%	2	<p>Recommendation from AoL committee: Finding a scientific problem is sometimes a challenge. Some support is already provided by SDU (e.g., Information meeting regarding writing the Master Thesis), but perhaps the Study Board could consider whether it would make sense to set up “Master’s thesis writing group” for students who write their theses individually. In this way students could possibly brainstorm, exchange ideas, learn from each other and network. Such a group should be set up in the middle of the third semester in order to get well-founded applications for supervisor contracts. The Study Board can encourage the supervisors to be stricter regarding the motivation and identification of a scientific problem before accepting a supervisor contract.</p> <p>Another suggestion is to make a short description of the most relevant topics within the research areas at the department, similar to what is done for bachelor’s thesis topics. However, we would suggest that it is done less detailed.</p> <p>Improvements decided by the study board As part of the master’s thesis the study board suggest workshops and to improve the organization of the supervision.</p>
Individually	76%	13	12%	2	12%	2	
Group	71%	5	29%	2	0%	0	

2. The problem statement contains a clearly defined question and/or hypotheses	71%	17	25%	6	4%	1	Recommendation from AoL committee: None Improvements decided by the study board None
Individually	71%	12	24%	4	6%	1	
Group	71%	5	29%	2	0%	0	
3. The student can include scientific literature, which is relevant to the problem statement	71%	17	25%	6	4%	1	Recommendation from AoL committee: Here thanks are perhaps due to the library services (as well as the supervisors). Improvements decided by the study board None
Individually	71%	12	24%	4	6%	1	
Group	71%	5	29%	2	0%	0	
4. The student discusses the literature in relation to the problem statement	75%	18	21%	5	4%	1	Recommendation from AoL committee: None. Improvements decided by the study board None
Individually	65%	11	29%	5	6%	1	
Group	100%	7	0%	0	0%	0	
5. The student reflects on the choice of methods used to analyse the problem	67%	16	13%	3	21%	5	Recommendation from AoL committee: The methods used in economics are standard in many, if not most, cases and do not require any/much "reflection" (i.e., a critical discussion). Instead of reflecting on the choice of methods, students would fare much better if they "reflected" (critically assessed) the results of the analysis. This is a very important part of one's research in economics, and the insight coming from this survey would benefit if the question targeted the
Individually	65%	11	18%	3	18%	3	

Group	71%	5	0%	0	29%	2	reflection on the results of the analysis, instead of the methods of analysis. Improvements decided by the study board See #1
6. The master's thesis is clearly structured	75%	18	17%	4	8%	2	Recommendation from AoL committee: See suggestion #1 above about the introduction of a Master's thesis writing group for students who write their theses individually. In addition, we suggest that students are required to present a proposed outline of the thesis for approval by their supervisor in a midterm meeting or "status report."
Individually	65%	11	24%	4	12%	2	
Group	100%	7	0%	0	0%	0	
7. The reference list is consistently made up according to a recognized reference system	83%	20	13%	3	4%	1	Recommendation from AoL committee: None. Improvements decided by the study board None
Individually	76%	13	18%	3	6%	1	
Group	100%	7	0%	0	0%	0	
8. The text contains correct references to the sources used	71%	17	21%	5	8%	2	Recommendation from AoL committee: This appears in light contradiction to #4. Perhaps the focus of the various library courses could be slightly shifted from finding resources, to correctly referencing resources. Improvements decided by the study board See #1
Individually	71%	12	18%	3	12%	2	
Group	71%	5	29%	2	0%	0	

9. The student can deliver a professional speech based on the project within the allotted time	63%	15	29%	7	8%	2	<p>Recommendation from AoL committee: This is potentially a concern, especially considering the importance of delivering presentations at the future workplace. Furthermore, with the plans of increasing class sizes (partly due to a tight departmental budget), the capability to speak publicly will likely deteriorate further.</p>
Individually	59%	10	29%	5	12%	2	<p>To prevent this and to support this important skill, course responsible may perhaps consider the introduction of class or exam activities that train oral presentation skills. For example, an assignment has to be delivered in oral form, by means of a presentation to the class or part of the class, possibly followed by a discussion (see #10). If this -- as well as a higher level of reflection regarding the outcome of the analysis -- are deemed important by the Study Board, we suggest that the Study Board ensures that at least one mandatory course in semesters 2-3 have an oral presentation as part of a required activity or of an assessment.</p>
Group	71%	5	29%	2	0%	0	
10. The student is capable of engaging in a qualified professional discussion of the academic problem that is subject for the master's thesis	67%	16	25%	6	8%	2	<p>Recommendation from AoL committee: See #9.</p>
Individually	65%	11	24%	4	12%	2	<p>Improvements decided by the study board See #1</p>
Group	71%	5	29%	2	0%	0	

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 påvirker det samlede resultat, alt andet lige.

Cand.Oecon

Studienævnet foreslår at der oprettes workshops i forbindelse med specialeskrivningen. Derudover anbefales det at der kigges ind i organiseringen af vejledningen af specialet.