

Autumn 2021	23160 Seminarium & 23170 Research Seminar 5 ECTS
LEARNING GOAL	<p>Master of science learning goal: <i>You have the skills to independently plan, complete, present, and evaluate scientific research projects.</i></p> <p>Translated into course goal: <i>You have the knowledge and skills to independently construct, complete, and present a research project that results in an academic thesis in your major subject.</i></p> <p>In this course, you <u>initialise and finalise</u> the Master thesis.</p>
LEARNING OBJECTIVE	<p>After the course you can:</p> <ul style="list-style-type: none"> • identify and formulate a suitable research problem and purpose • identify, assess and present relevant literature/research within the chosen field of research • argue for the chosen scientific approach, research method and data • orally and in writing conduct a scientific argumentation • analyse, discuss and provide constructive feedback on others' research plans and ongoing research projects
READ THIS FIRST	<ul style="list-style-type: none"> • <i>This course is recommended to be taken during the second year of Master studies</i> • <i>You need to have a viable <u>research problem and aim</u> to initialise the course.</i> <p><u>A sign-up form shall be uploaded in Moodle by the deadline.</u> You are accepted to the course and given a supervisor if you have a viable thesis topic, can argue for a research problem, and are willing to devote time to writing the thesis. There is no time to look for problems once the course has started. You need (from day one) a research problem that you have the capabilities to answer. <u>If you fail to submit a research proposal by the deadline, your drop the course.</u></p> <p>Plan your time wisely and take into consideration that this is a comprehensive and demanding course. It requires that you focus on your thesis (30 ECTS= 800h), which you should submit within 1-3 months after finishing this course. If you work full-time, our strong recommendation is to take some time off from work in order to finish the thesis. <u>Work is never an excuse to skip a deadline or scheduled appointment.</u></p> <p>If you quit the course before having finished all the parts, or if you fail to pass the course because of weak performance, you need to <u>retake the whole course</u>, starting from signing up in Oodi and Moodle. Make a plan and stick to it!</p> <p>During the course, you will receive written and oral feedback from peers and supervisor on drafts of the MSc thesis, as well as provide feedback to other students. The course assists in structuring the thesis work and stimulating progress. Regular meetings pace the writing and reading process and provide concrete deadlines and peer group pressure.</p> <p>Everyone has to attend the introduction of the course!</p>

PRE-REQUIREMENT	<ul style="list-style-type: none"> As listed in WebOodi There is no surplus time to take on other course work while you write your thesis. You get supervision during the course only. After the course, you get one read through before handing in the thesis. 																														
NEXT COURSE	The course is given twice a year, <u>autumn and spring</u> . The courses cannot be combined, each course forms its own entity.																														
SUPPORTING COURSES	Academic writing skills can be developed by taking the online Academic writing courses 51003 & 51004, the in-class course 5160 Academic Writing, or 5565-E Vetenskaplig kommunikation för ekonomer, or equivalent.																														
GRADING	<p>Research seminar courses at Hanken are graded 40% seminar text, presentation, and progress, and 60% peer assignments. All assignments must be completed on time. Failing the course for other than force majeure reasons means that it must be completely retaken (all parts of it, every deadline kept).</p> <table> <tr> <td>Thesis research plan: peer review average from two students</td> <td>5p</td> <td>5/60%</td> </tr> <tr> <td>Thesis research plan: evaluated by supervisor</td> <td>10p</td> <td>10/60%</td> </tr> <tr> <td>Seminar 1 (quality of report, presentation, and progress)</td> <td>20p</td> <td>20/40%</td> </tr> <tr> <td>Seminar 1 Peer review: acting as Opponent</td> <td>10p</td> <td>10/60%</td> </tr> <tr> <td>Seminar 1 Peer review: Two attendances + written analyses of fellow students' work</td> <td>10p</td> <td>10/60%</td> </tr> <tr> <td>Method chapter discussion with peers, supervisor evaluates chapter</td> <td>10p</td> <td>10/60%</td> </tr> <tr> <td>Seminar 2 (quality of report, presentation, and progress)</td> <td>20p</td> <td>20/40%</td> </tr> <tr> <td>Seminar 2 AoL assessment of presentation, made by supervisor</td> <td></td> <td></td> </tr> <tr> <td>Seminar 2 Peer review: acting as Opponent.</td> <td>10p</td> <td>10/60%</td> </tr> <tr> <td>Written individual report on peer feedback during the course</td> <td>5p</td> <td>5/60%</td> </tr> </table>	Thesis research plan: peer review average from two students	5p	5/60%	Thesis research plan: evaluated by supervisor	10p	10/60%	Seminar 1 (quality of report, presentation, and progress)	20p	20/40%	Seminar 1 Peer review: acting as Opponent	10p	10/60%	Seminar 1 Peer review: Two attendances + written analyses of fellow students' work	10p	10/60%	Method chapter discussion with peers, supervisor evaluates chapter	10p	10/60%	Seminar 2 (quality of report, presentation, and progress)	20p	20/40%	Seminar 2 AoL assessment of presentation, made by supervisor			Seminar 2 Peer review: acting as Opponent.	10p	10/60%	Written individual report on peer feedback during the course	5p	5/60%
Thesis research plan: peer review average from two students	5p	5/60%																													
Thesis research plan: evaluated by supervisor	10p	10/60%																													
Seminar 1 (quality of report, presentation, and progress)	20p	20/40%																													
Seminar 1 Peer review: acting as Opponent	10p	10/60%																													
Seminar 1 Peer review: Two attendances + written analyses of fellow students' work	10p	10/60%																													
Method chapter discussion with peers, supervisor evaluates chapter	10p	10/60%																													
Seminar 2 (quality of report, presentation, and progress)	20p	20/40%																													
Seminar 2 AoL assessment of presentation, made by supervisor																															
Seminar 2 Peer review: acting as Opponent.	10p	10/60%																													
Written individual report on peer feedback during the course	5p	5/60%																													
WORKLOAD	<p>134 hours divided into scheduled (contact) hours (including supervisory meetings) approx. 20h, Non-scheduled work approx. 114h.</p> <p>Example of workload calculation:</p> <ul style="list-style-type: none"> Seminar attendance and supervisory scheduled appointments max 20h. Individual work of 114h, approximately: <ol style="list-style-type: none"> Reading other students' Seminar 1 and Seminar 2 reports 20h Being opponent at Seminar 1 and Seminar 2, including reading, analysing, seeking information, making professional presentation 25h Preparing own presentations at Seminar 1 & Seminar 2, 10h. Peer work (peer discussions, analysing and giving feedback on other students' work, peer meetings) 25h. Work not directly connected to the act of writing the thesis (which gives separately 30 ECTS), such as using Moodle, 14h. 																														
EXAMINER	<p>Prof. Veronica Liljander: veronica.liljander@hanken.fi</p> <p>Assoc. Prof. Anne Rindell: anne.rindell@hanken.fi</p>																														

SUPERVISOR	<p>When a supervisor has been appointed, please contact them immediately to set up an appointment to discuss your thesis topic, your timetable, and how you should work together during the process of writing your thesis. It can be an appointment for discussing the research plan (see below).</p>
RESEARCH PLAN	<p>Hand in your research plan by the deadline, by uploading it in Moodle in the correct place (Swedish/English). <u>If your plan is not academically acceptable, you cannot continue the course.</u> In our experience, it is not possible to catch up if there is no viable plan at this point.</p> <p>Discuss the research plan with your supervisor. Approximately 45 minutes is reserved for the discussion. Contact your supervisor to book a time.</p> <p>A good plan takes time to write. The research plan (i.e. plan for your thesis), should include the following:</p> <p>About 8-10 pages (line spacing 1.5, font 12, left margin 3 cm, other 2.5 cm).</p> <ul style="list-style-type: none"> • First page: <u>preliminary title</u> of the thesis, your name, supervisor's name. • Table of content. • Introduction (setting the context) and Research problem (why is this important and relevant to study? What previous research exists? What has previous research neglected?), the focused purpose of your study, potential research questions, and delimitations. (2 pages) • A preliminary outline of your critical review of relevant literature. Which constructs will be central and what is their interrelationship? What central literature forms the basis of your work? (2-3 pages). • Outline of and plan for the empirical research. What kind of data would answer your aim? What data do you plan to collect, why, how, and from who? Access, ethical problems, justifications of method based on past studies and your aim? Analysis techniques that you expect to use? Focus on arguments for the <u>relevance</u> of the method for the research problem, how you will access data, and a realistic sampling plan, not a general method description from books. (1-2 pages of relevant, well-argued text). We are not impressed by plans that ignore past research, does not fit the aim and research problem, or seems to be based on a fixed idea of performing a certain type of method that the author believes is easier to execute, or fits the author's taste. Only scientific reasons based on the research problem are acceptable. • References, correctly written. • A personal timetable for your thesis work in the form of a Gantt chart. <p>An excellent research plan consists of all the above elements, in a well-structured and well-argued, concrete text with relevant references. It is obvious to the reader what the thesis will investigate, how it intends to investigate it, and why.</p> <p>Note 1: Prepare questions and take notes during the discussion with your supervisor.</p>

<p>PEER FEEDBACK</p>	<p>Students are expected to fully and equally support other students' writing process. This means giving development suggestions to others throughout the course, and perform peer evaluation. <i>Students are divided into small peer groups after all research proposals have been accepted.</i></p> <p>Feedback is submitted and instructions are provided in Moodle.</p> <ol style="list-style-type: none"> 1) Evaluation of and development suggestions on two other students' research plans. Random allocation of plans to analyse. Max 5p averaged received from other students. 2) Written development suggestions on (and attendance of) two Seminar 1 reports within your peer group. Divide the work so that everyone gets feedback from two students. (10p) 3) Acting as opponent to a student who is not in your peer group, Seminar 1 and Seminar 2. (20p) 4) Peer group discussions on and support of progress of thesis throughout the course, after which you write an individual 2-page report on how you have supported others during the course, and how you have received support. (5p)
<p>SEMINAR 1</p>	<p>The report is uploaded in Moodle. Make a note of the deadline. Everybody's timetable is tight and there is a lot to read and prepare for the seminars.</p> <p>The manuscript that you present in class forms the beginning of your thesis. Out of the reserved 90 minutes, 60 are reserved for seminar class and 30 for a private discussion with your supervisor. The presentation should be no longer than 15 minutes and opponent has about 30 minutes to give feedback on the report and engage the seminar participants in a discussion of development suggestions.</p> <p><u>Content of the report:</u></p> <p>You are expected to have a preliminary introduction of the thesis, a well-argued research problem and aim (2-4 pages), an in-depth, well-structured, and relevant literature review (about 10-15 pages) and a description of how you intend to answer the aim empirically (a detailed empirical design plan of about 3-5 pages). <u>You are not allowed to copy paste from previous course work in methods courses (e.g. qualitative methods course).</u> This is <u>your description</u> and motivation for <u>this project!</u> An excellent description of the planned data collection relates your choices to past research (the literature review and your resulting model or framework for the study) and convinces the reader that this is indeed the best way to get a good answer to the presented problem and aim of the thesis. In other words, be explicit about YOUR plan, rather than just describing text from method books or describing a philosophical perspective.</p> <p>Remember to include a first page with the title of the work, your name, the supervisor's name, opponent's name, the time and place of the discussion. Do not add student number, which is private. Pay attention to details, like correct referencing, figure numbering and titles (remember to always refer to tables and figures in the text), a correct reference list etc.</p> <p>An excellent Seminar 1 typically has about 20-25 pages of well-written academic text (excluding title page, list of content, references and appendices), where the author demonstrates in-depth understanding of previous research on the central concepts</p>

	<p>and their interrelationships, and the ideas are clearly expressed. It is not a final thesis text, but it is well on its way, and gives the reader a coherent picture of existing knowledge and the author's intentions to add to it. It convinces the reader of the author's expertise in the subject. An excellent text needs maximum two weeks of revision work after the seminar, apart from adjustments that are made after the data analysis.</p> <p>Presentation: Show enthusiasm over your work! Pick out the central parts. Why do we need this study? What do we know from past research (theory) and how can your study add to that? How will you collect data and why? Although all presentations follow a similar structure, you can make the content extremely boring (you've all read this so I won't go into it..., uninformative text on slides) or add to the reader's previous understanding of why this topic is so interesting (at least to you!). Highlight its qualities and particularly your own thinking. The text on the slides must be academically informative, yet readable. The presentation should be approximately 10-15 minutes so focus on the essential.</p> <p>Opponents: As an opponent your task is to carefully analyze the report, noting good academic work and suggesting further improvements based on what you have learned about academic research. Your main purpose is to help the student improve their work. Keep in mind what readers look for. Check for the consistency of title-problem-aim-theory-method. Depth of knowledge, correct and consistent use of concepts, ability to convey new thoughts to the reader, own critical thinking and conclusions, logic of arguments, justification of choices, clarity of expression, depth of referencing, synthesizing of literature, alternative ways of tackling the problem, etc. Do a literature search of your own to suggest additions to the review. Pay special attention to the aim and what it promises. Does the rest of the text support an answer to it?</p> <p>Missing parts in the report? Superfluous parts, nice to know but does not really move the discussion forward? Particularly great parts?</p> <p>The opponent prepares a presentation and uploads it into Moodle at the latest after the seminar. Tell the audience how you have structured your opponence and how you will draw the audience into the discussion of the report. Excellent opponents cover the main strengths and weaknesses and suggest improvements.</p> <p>Attending audience: The peer group attends each other's seminars, but only two from the group need to hand in a written analysis as well. The text is uploaded in Moodle. Write your in-depth feedback in Moodle <u>by the deadline</u>. This is to ensure that you have read the manuscript and reflected on how to help the author. The report is a typewritten structured analysis of maximum 2 pages, including your name, the author and title of the report, 2cm margin, line spacing 1. Look for the same things as an opponent would do or use the structured form with predefined questions. Your main aim is to help the writer improve the text.</p> <p>With your own presentation, one seminar where you act as opponents, and two other seminar attendances within your peer group, you attend altogether 5 seminars.</p>
<p>METHOD CHAPTER/ DATA</p>	<p>It is very important that you have proceeded with data collection after Seminar 1. You need to have worked on the method chapter. Write the chapter to the extent that you are able at this point. It should look like the text in a final thesis chapter. Of special</p>

<p>COLLECTION REPORT</p>	<p>interest is: How have you proceeded with the data collection itself: measurement scales/interview questions, sample choice, all data or part of data collected, quality of data collected, evaluation of difficulties related to the collection, and suggestions on how to solve problems, perhaps preliminary data analysis. Bring forth discussion points for the 45 minutes meeting with your supervisor.</p> <p>An excellent method chapter provides full motivation of the method, description of sample and data collection, quality of the data, and how it will be/is/has been analyzed. Please note that all data need not be collected and analyzed at the time of the report. It is a report on work in progress.</p> <p>If you have not yet collected data or had difficulties collecting data, your report may include all other parts of the method chapter, anything that can be written without yet having the actual data. However, it is important to get a head start since you need to have collected the data before Seminar 2!</p> <p><i>Note that you also need to hand in an improved version of the rest of the text with your method chapter.</i></p>
<p>SEMINAR 2</p>	<p>The report is uploaded in Moodle. It is important that you hand in a text by the deadline in order to pass the course. You may not be as far as you wished on the manuscript, but this is not the point-in-time to give up! Do not make hasty decisions before discussing your problems with your supervisor and with the examiner.</p> <p>Out of the reserved 75 minutes, 45 are reserved for the seminar discussion and 30 for a private discussion with your supervisor. You have max 15 minutes to present and the opponent has max 30 minutes to give improvement feedback. The focus of the discussion is on the empirical analysis and conclusions in relation to the aim and theory, and the thesis in entirety. <i>The presentation of the Seminar 2 is also the last time you get detailed feedback from your thesis supervisor.</i></p> <p>You are expected to have worked on the text from Seminar 1, improving it and writing it in a format that can be included in the final thesis. Seminar 2 is the final step towards a finished thesis and the expectations on the research problem, theoretical framework and method chapters are particularly high. Your supervisor will expect you to show considerable progress from Seminar 1. Ideally, you have collected all data and can present preliminary results. All chapters need to show that you have seriously worked on them, getting closer to the final thesis. Excellent progress is a close-to-finish draft of your entire Master thesis.</p> <p>For opponents, see Seminar 1.</p> <p>Presentation. Give the audience your study in a nutshell: relevance of the study, aim, framework/model, research design and results, conclusions and potential contribution/newness. The presentation should be max. 15 minutes so focus on the essential. The audience is mostly interested in your empirical results so give this part more attention. Your presentation will be evaluated on the Hanken AoL presentation skills criteria. Acquaint yourself with the criteria. Since you are likely to be pressed for time, and taking into account that Seminar 2 is handed in a week before the</p>

presentation, you can add important new findings to your presentation, even if they are not yet presented in the seminar text.

Attending audience: Your peer group, who need to have read the manuscript, but they need not hand in written feedback in Moodle. They can give feedback directly to you.

Seminar 2 report content: The expected length of the complete manuscript for Seminar 2 is about 35-50 pages. A tightly written final thesis includes 45-60 pages (without title, content, references, appendices).

Remember to include a first page with the title of your work, your name, the supervisor's name, time and place of the discussion. Pay attention to academic writing details, like correct referencing, figure/table numbering and titles (and remember to always refer to tables and figures in the text), a correct reference list etc.

Let's assume that you strive to write a concise thesis of about 60 pages. This is in line with Hanken's new thesis length recommendation. The following rough suggestions are for the seminar 2 of such a thesis.

Chapter 1: Introduction, research problem, aim, delimitations, key constructs (most often) (about 4 pages).

Chapter 2: Literature review (may be given a heading that covers the reviewed constructs, but do not use the same heading as the title of your thesis). (about 10-15 pages)

Chapter 3: Method (about 6-10 pages, depending on the method), describing YOUR choices, YOUR research design. Typically includes YOUR motivations for data collection method, YOUR measures, YOUR sampling and data collection, some (preliminary) data description/case descriptions, YOUR informed description of how YOU analysed data (with many example interpretations, if qualitative), and any data quality issues that need to be raised before presenting the findings.

Chapter 4: Empirical findings. Results from the empirical study (about 7-20 pages, depending on the method). Ideally you have the full results. Pay attention to data reporting issues. Academic tables and figures, structured and neutral reporting of data, leaving your own opinions to the (end of the) discussion part. The data must be analysed and presented according to the scientific principles that you have outlined in the method chapter. You need to show that you master the chosen scientific method. This means going beyond descriptive presentations, regardless of method.

Chapter 5: Discussion and Implications (Ideally you already have an idea about the main findings and how they relate to the literature, about 3-6 pages). Typically starting with your key findings, a structured discussion of those findings in view of your theoretical framework, including their potential contribution to previous work, practical implications of the study, limitations, further research suggestions, and concluding remarks.

Reference list (correctly written), questionnaire or interview guide, other appendices.

After Seminar 2 you finalize the manuscript based on the comments, so that you will be able to hand it in by the *suggested deadlines, approximately: Autumn course: February-March for better than expected progress, April-July expected progress; Spring course: July-August for better than expected progress, September-December expected progress.*

THESIS FORMAT	<p>Hanken’s Teaching Council decided on April 22, 2020 on the following length guidelines of theses that meet AoL criteria and cover the whole grading scale. The guideline for the page length of a “master thesis is 60-70 pages of body text. A maximum number of pages of an approvable master thesis is 100 including cover page, table of contents, reference list, and appendices.”</p> <p>The Teaching Council also recommends that Hanken’s formatting guides https://www.hanken.fi/en/library/service/formatting-and-reference-guides) are used, that thesis length guidelines do not apply to occasional article theses, and that an acceptable thesis length still is the task and responsibility of the supervisor.</p>
--------------------------	--

The thesis writing process as mutual responsibilities of students and supervisors towards a finished thesis

Milestones	Student	Supervisor
Coming up with a topic	When needed, student discusses the topic with some faculty member by appointment, before the course starts.	-----
Signing up for the course, supervisor is appointed	Student contacts supervisor to discuss the topic further.	Gives feedback on the intended topic
Research Proposal	Student hands in the research proposal.	Supervisor gives feedback on the proposal.
<i>Manuscript progress</i>	Student works on the feedback. Sends pre-Seminar 1 manuscript to supervisor on agreed upon time.	Supervisor gives feedback on the progress (followed instructions, going in the right direction, specific points to work on?).
Seminar 1	Student has worked according to the feedback, hands in a progressed Seminar 1 manuscript	Supervisor checks that student has followed advice and gives feedback on Seminar 1.
<i>Manuscript progress</i>	Student works on the new feedback, improving the existing text, and works further on planning the study, collecting data, and writing up the method chapter	-----
Manuscript with method chapter including data collection	Student hands in <u>the full manuscript so far</u> and agrees on a discussion time with supervisor.	Supervisor checks that student has followed previous advice and gives feedback particularly on the method chapter, which is assessed.
<i>Manuscript progress</i>	Student works on the feedback, and gathers the rest of the data, analyses data.	The time period is too short for it being viable to give much feedback before Seminar 2, but students may get feedback on example results.
Seminar 2	Student hands in a manuscript that includes the full method chapter and results.	Supervisor checks that student has followed previous advice and gives feedback on Seminar 2.
<i>Manuscript progress</i>	Student works on the feedback, improving the existing text, and finalises the concluding chapter. Ideally, within one month after Seminar 2, the final manuscript is sent to the supervisor for a final quick check, before the thesis is handed in. Always check with your supervisor three weeks in advance when they will have time to read it.	Supervisor gives final feedback to the student <u>within 5-6 months</u> of the student starting the thesis, checking that the thesis will pass as a Master thesis. Supervisors do not give feedback with regards to potential grading of thesis. Note that you cannot expect feedback between 21st December and 3rd January, or from Midsummer week to the first week of August.
Handing in thesis	Within two months after Seminar 2, the thesis is handed in. Student writes maturity test.	The thesis is graded together with second examiner