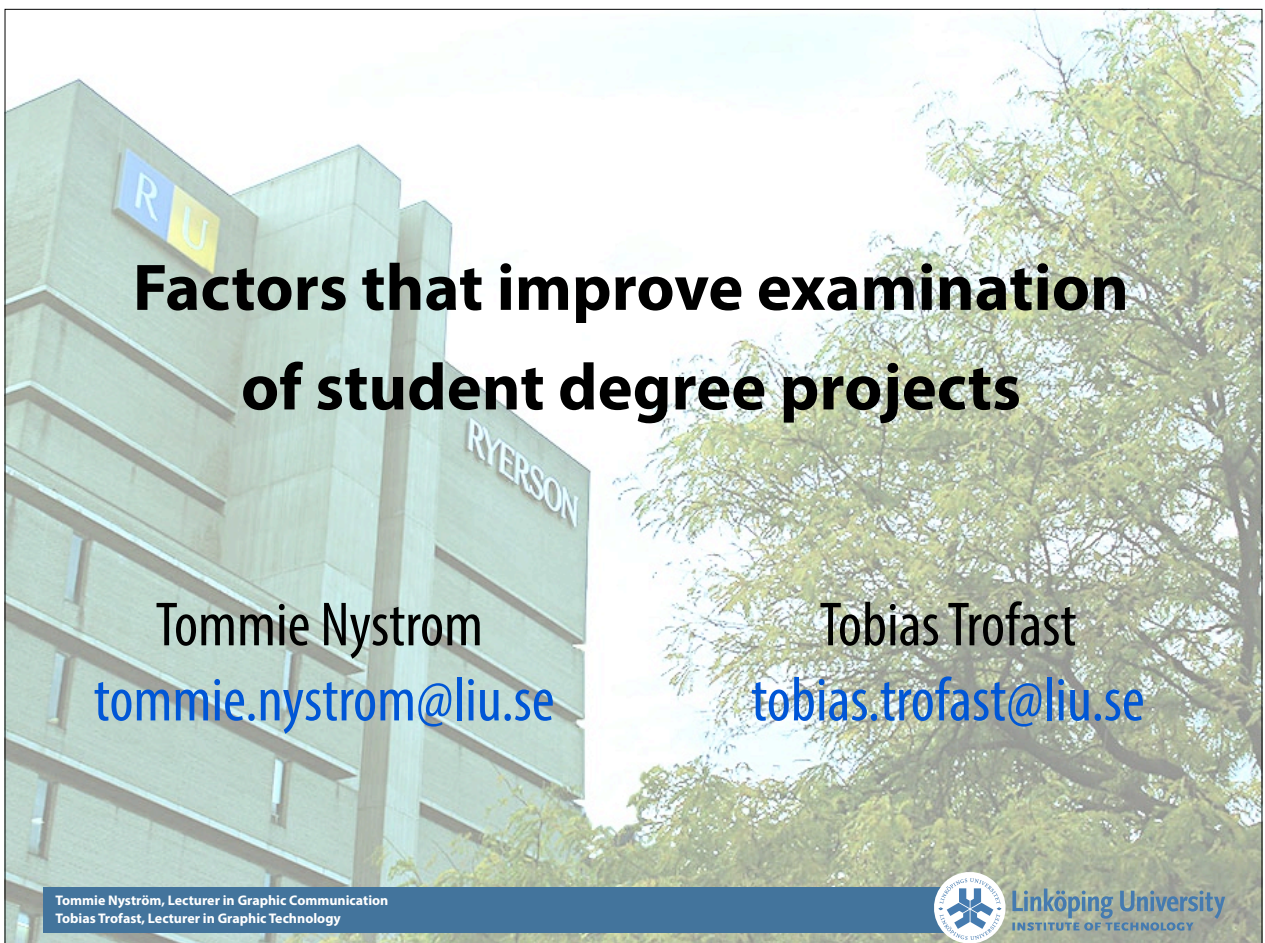




45th International Circle Conference 2013



Factors that improve examination of student degree projects

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Background

- **Bologna Declaration**
- **European Higher Education Area (EHEA)**
- **The Swedish Higher Education Authority**



Background

- **Graphic Design and Communication program**
- **Thesis work**
- **Supervisor and examiner**
- **Allocated time for supervising and examination**
- **Evaluation of all Swedish University and University College courses**



Aims and objectives

- **Faculty funds for educational development**
- **Increase pass rate, efficiency and quality compared to existing models**
- **Interdisciplinary competence groups**
- **Group supervising**
- **Common criteria in assessing and grading**

Method

- **Two basic methods**
 - Group supervising
 - Individual supervising, supplemented by special language review
- **Work team composition and duties**

Group supervising seminars

- **Seminar I – Idea**
- **Seminar II – Planning Report**
- **Seminar III – Mid-course seminar**
- **Seminar IV – Rehearsal**



Templates for quality assurance

- **Opponents template**
- **Assessment template**
- **Language review template**



Opponents template

Review Items for Students	Questions and comments
1. Is there a proper scientific basis? (How are the terms used?)	
2. Is the main question possible to answer? (Is it too wide?)	
3. Is the chosen methodology appropriate to answer the question?	
4. The usage of Empirics? Is the empirical data good enough to answer the question or should more be obtained? Does the question have to be adjusted?	
5. Analytical method! How will the material be analysed? Would it be possible to use another method?	
6. Is it relevant to the main field of studies?	
7. Identify problems or risks to the completion of this thesis?	



Assessment template

Occasion:	Name:			
Title of thesis:				
Assessment	To correct	OK	Comment	Action
Purpose / Issues				
Problematization (<i>why the subject is interesting for the field of studies</i>)				
The aim is reasonable and delimited				
The research questions are possible to answer				
Independence / Relevance (<i>research, clients, programs</i>)				
Method				
Description and motivation of the chosen method				
Transparency, is the survey repeatable				
Applicability (<i>collection of empirical data and how it is analysed</i>)				
Method Discussion (<i>discussing advantages and disadvantages of the method</i>)				
Literature				
Terminology (<i>concepts described</i>)				
Application and use of concepts				
Critical approach				
Previous research described				



Assessment template

Results / Analysis				
Theory and empirical evidence are brought together				
The result is conveyed				
Interpretations				
Scientific relevance, new knowledge is generated				
Discussion				
Synthesis				
Critical approach				
Feedback to problematization?				
Transparency of the work				
Communication skills / language				
Objectivity and clarity				
Readability				
Structure, context				
Formal requirements				



Language review

Checklist for students <i>(to do before the meeting)</i>	Questions and comments
Is the title clear enough?	
Is the formatting clear (e.g., levels of headings, paragraphing, appendices and references)?	
Are the used typefaces appropriate?	
Is the location and design of tables and figures appropriate?	
Are there captions to figures and tables, and are these numbered and designed properly?	
Is pagination present and is it suitably located?	
Is colloquial language used?	
Is consistent terminology used?	
Reviewing Items for language supervisors <i>(to do before and during the meeting)</i>	Questions and comments
Is the language understandable, relevant and specific enough? (Scientifically)	
Is the reasoning obvious?	
Is there a common thread/logical disposition?	
Is the aim and questions distinct and possible to answer?	
Are the references correct in the text and in the reference list?	



Results

- **Three main aims. Increase:**

- Pass rate
- Efficiency
- Quality



Results

- **Pass rate**

Year	Dissertation in June	Dissertation in August	Dissertation later
2010	64%	20%	16%
2011	65%	23%	12%
2012	89%	11%	0%
2013	82%	18%	



Results

- **Efficiency**

Seminars:	9.5 hrs.
Individual supervision:	2.3 hrs.
Proofreading:	2.5 hrs.
Examination (including final presentation):	4.1 hrs.
TOTAL (Average):	18.4 hrs.

From our department

Individual work: 38 hrs.

Work in pairs of two: 46 hrs.

Results

- **Quality**
 - Quality assurance templates
 - Examiner questionnaire

Conclusions

- **Efficiency has increased**
- **Pass rate has also increased**
- **Students are better prepared in scientific methodology**
- **Language review**

Discussion

- **Group seminars**
- **Individual supervising**
- **Seminar group size**

Questions



Thank you for listening

