

Assessment criteria in English

30 cr Master's theses in Computer Science:

| | 1 | 2 | 3 | 4 | 5 |
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| <p>1. Research topic and purpose</p> <ul style="list-style-type: none"> Justifying the research topic and its significance Showing insight in the selection and definition of the topic Defining a clear research question and objective, research problem or theme Considering research ethics | <p>The research problem has not been explained or motivated clearly. The goals or topic area of the work has not been fully understood, or is not apparent when reading the work.</p> | <p>Problems with outlining or delimiting the research area. The objectives are unspecific.</p> | <p>Well delimited topic and objectives. The topic is not very challenging.</p> | <p>A challenging research topic, well outlined with a focus on the essential. The research setup is described in suitable detail.</p> | <p>The topic is challenging / significant enough to warrant a scientific publication.</p> |
| <p>2. Knowledge of the research field and related theories as well as use of literature</p> <ul style="list-style-type: none"> Being familiar with relevant research and literature Defining a research perspective and concepts relevant to the problem discussed Using a wide range of source literature Using source criticism and original scientific sources Analytically examining perspectives presented in the source literature and creating syntheses | <p>The work shows significant shortcomings in the knowledge of the research area. Few sources have been used, or the sources referenced are irrelevant or sub-quality.</p> | <p>Shallow knowledge of the topic or the writer's own input is small. Few or sub-quality source references. Not critical enough.</p> | <p>The work shows the writer is familiar with the research topic through background literature. The topic and literature was mainly analysed critically.</p> | <p>The writer shows good command of the topic. Comprehensive source material of good quality.</p> | <p>Excellent in-depth command of the topic area, based on high-end scientific source material. Discussion proving excellent understanding and critical maturity.</p> |
| <p>3. Material, acquisition of material and analyses</p> <ul style="list-style-type: none"> Selecting an appropriate method to address the research question Describing the method comprehensively (strategy, information retrieval and analysis) Ensuring that the material is sufficient and applicable for the research question and analysis method Describing the material Using the method critically and in an evaluative way Considering research ethics | <p>Significant shortcomings in choice of methods, data, and analysis.</p> | <p>The writer has mainly used good research methods and data, but the work contains some problems or inconsistencies in the choice of data and analysis.</p> | <p>The research methods and data are suitable for the problem, and their choice well argued. The analyses are mainly justified.</p> | <p>Good and well-argued use of research methods and data, clearly based on scientific method literature or scientific tradition.</p> | <p>The work is excellent when it comes to research methods and data selection. The methods have been analysed in depth.</p> |
| <p>4. Research results and reporting</p> <ul style="list-style-type: none"> Addressing the research question in the results Reporting the results clearly and logically Illustrating the relationship between the images, diagrams and tables and the text Utility, usability, and/or applicability of results | <p>Significant shortcomings in all areas of reporting the results.</p> | <p>The work shows that the writer has some concept of reporting research findings, but clear shortcomings in communicating them. The significance of the results remains partially unclear.</p> | <p>The findings have mainly been reported in a clear and logical way. The use of pictures, figures, tables mostly good. The results answer the research questions and are feasible.</p> | <p>The findings are reported in a clear and logical way. The use of pictures, tables and drawings supports the analysis of results. The work ponders how generalizable the findings are.</p> | <p>The reporting of findings and use of pictures, tables, and drawings is well considered and apt. The findings are applicable in further research and/or industrially applicable. The results have potential for publishing.</p> |

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| <p>5. Examination of results (discussion) and conclusions</p> <ul style="list-style-type: none"> • Specifying the relationship between the research results and previous research • Presenting new research problems • Considering opportunities for applications • Assessing the reliability of the thesis according to the research approach • Considering issues of research ethics • Examining the research process and results critically and thoroughly • Drawing thorough, reliable and insightful conclusions • Basing the conclusions on the results | <p>Conclusions and discussion are missing or very brief.</p> | <p>The work shows the writer's own input. On the basis of the conclusions and discussion, however, the writer does not have a clear concept of the significance of the findings.</p> | <p>The writer's own input is evident in the conclusions and discussion of results.</p> | <p>The writer has understood the phenomena correctly and included their own input and evaluation.</p> | <p>The core matter has been deeply internalised, the conclusions and evaluations are clear and to the point. The discussion of findings may even show an aptitude for independent, critical, and innovative research.</p> |
| <p>6. Structure, clarity and general polish of the thesis</p> <ul style="list-style-type: none"> • Using a clear structure appropriate for the research approach • Mastering the craft of academic prose (varies according to the research approach) • Distinguishing between the author's own interpretations and the information presented in sources as well as incorporating these two elements clearly and seamlessly • Using grammatically correct language • Documenting sources appropriately and consistently • Writing a clear and accurate bibliography • Using an appropriate layout | <p>The text does not follow a scientific style, but is e.g. list-like. Unpolished.</p> | <p>The writer has divided the text into logical parts, but the parts are imbalanced. Room for improvement in language and use of source references.</p> | <p>The language is exact. The terms have been defined. The style of presentation varies, but the disposition is clear and progresses well. Clear and well argued pictures. Well polished.</p> | <p>The text runs smoothly. The presentation is consistent in style. The use of pictures and tables is well justified. Flawless use of source references. The whole text is logical and consistent when it comes to research question, description of research setup, findings and conclusions.</p> | <p>The presentation is technically camera-ready. Discussion proving excellent understanding and knowledge of the entire topic, as well as critical maturity. The scientific results have been pinpointed with care with the help of pictures and tables. Excellent finishing polish. Language, disposition, structure and the contents of the different parts follow good scientific practice.</p> |
| <p>7. Work during the thesis process</p> <ul style="list-style-type: none"> • Being open-minded and independent • Adopting methods and solving problems creatively • Completing the thesis in the planned timetable | <p>The completion of the work has not been predictable. Has required a great deal of supervising resources to bring the work to an acceptable form.</p> | <p>The work has progressed at varying speeds, which has made supervision challenging.</p> | <p>The writer has matured into independent work during the thesis process. The work has primarily followed the allocated timetable.</p> | <p>The writer has quickly matured into independent work during the thesis process. The work has typically followed the allocated timetable.</p> | <p>The work has been very creative and independent. The work has progressed at a good speed the whole time.</p> |

The matrix shows a set of factors that affect the assessment of a thesis, and outlines the typical features of these factors at different assessment levels.

Small shortcomings in one area may be compensated with better results in another. The overall impression of the thesis is key when assessing it.