TOCS limited ability to detect plagiarism means that we cannot wholly rely on a technical system to detect plagiarism and cheating. Instead, additional strategies against plagiarism and cheating are needed. Examples of such strategies are the use of recurrent drafts, peer reviews, portfolio methods and new exam designs.

Our study strived to find answers to:

How is the responsibility between student and supervisor perceived in thesis work?

How does self-regulated learning (SRL) and co-operation learning orientation correlate with study success?
How to write a bachelor or master thesis?

At the institution a large variety of:

• Approaches
• Methods
• Theories
• Guidelines
The system SciPro’s aims

- Increase theses **quality**
- Increase **completion** of theses
- Increase completions of theses **within the time frame**
- Decrease thesis **administration** for all involved: students, supervisors, examiners and administrators
Holistic view on thesis work

The SciPro-system

1. Pre-knowledge
   - Life experience
     - Ex worked with...
   - General skills
     - Languages
     - Problem solving
     - Critical thinking
     - Creativity
   - Subjects
     - Previous courses
   - Methods

2. Matching
   - Student’s interests
   - Supervisor’s interests
   - University’s interests

3. Supervision
   - Policy/Goal
     - Instructions
     - Grading criteria
   - Process-support:
     - Peer-review
     - Antiplagiarism check
     - Activity plan
   - Media resources
     - Video, Text, Program
   - Collaboration

4. Work life
   - Relevance
   - Visibility
   - Feedback
   - Entrance to worklife:
     - Employment, new companies, research

Henrik Hansson
Welcome to SciPro!

On these pages you will find information to get you started on your thesis. We have collected a large body of material that we believe is relevant for you.
Project details

Title: E-learning
Authors: Sara

Head Supervisor: 
Co-supervisors: 
Reviewers: 
Status: ACTIVE

Project state

- Green circle: This means the work proceeds as planned.
- Yellow circle: This means that no imminent help is needed.
- Red circle: This means that help is needed to proceed.

Next 5 upcoming activities

2012-01-16:
08:30 Start (1)

2012-01-16:
15:30 First supervisor meeting

2012-01-23:
23:59 Peer review 1 - request

2012-01-25:
23:59 Peer review 1 - perform

2012-01-25:
23:59 Peer review process survey

Latest project uploads

abstract_version_4+u.docx (2011-12-21 16:23)
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<td>Fredrik (Author)</td>
<td>(Supervisor)</td>
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Responsibility and self-regulated learning in the supervision of bachelor and master students’ thesis writing
Structure of inquiry

- Quality aspects in thesis writing
- Self regulated learning
- Technology enhanced learning/SciPro
- Quantitative analysis
- Further development of SciPro
Our study strived to find answers to:

How is the distribution of responsibility between student and supervisor perceived by the students and supervisors respectively, in thesis work?

How do self-regulated learning (SRL) and co-operation oriented learning correlate with study success?
Study conducted at the Department of Computer and Systems Sciences
Institutionen för data- och systemvetenskap, DSV
and
the Department of Child and Youth Studies
Barn och ungdomsvetenskapliga institutionen, BUV

2011- 2012

In the survey:
45 supervisors, DSV
226 bachelor and master students, DSV
12 supervisors, BUV
61 bachelor students, BUV
Findings
Effect size

$$\theta = \frac{\mu_1 - \mu_2}{\sigma}$$

where $\mu_1$ is the mean for one population, $\mu_2$ is the mean for the other population, and $\sigma$ is a standard deviation based on either or both populations.
Effect size 0.6
Students DSV
Students BUV

Effect size 0.8
Supervisors DSV

Effect size 0.6
Supervisors BUV

Language, layout and correct referencing.

Very important

Not important
The distribution of responsibility between student and supervisor

Organising regular meetings between student and supervisor.

Effect size 1.1
Supervisors DSV
Supervisors BUV

Effect size 0.6
Students BUV
Supervisors BUV

Effect size 0.5
Students DSV
Students BUV

Supervisor responsibility

Student responsibility
Ensuring that the student’s process is on track and on schedule.

Effect size 1.0
Supervisors DSV
Supervisors BUV
Conclusions

In general, students and supervisors seem to agree upon most aspects regarding responsibilities of a thesis course, although important differences have been reported.

A high reported Self Regulated Learning and Co-operation learning orientation measured by the ILS instrument does not correlate with study success. These results are not analogous to other studies and were not expected in these educational settings.