

Get started with searching and reading for master project

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Autumn 2026

Informatics people at the library



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- MSc in Computer Science
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Start of studies

First semester

The master's thesis

Finishing the programme

Additional information

Master seminars

Project description

Master seminars

Welcome to the master seminars! These seminars are open for all master students at the Department of Informatics, and are organised in cooperation with the University library.



Foto: UiO/Anders Lien

https://www.mn.uio.no/ifi/studier/master/masterseminarer/

Master seminars to help you through your masters

Essay writing seminar

Spring 2027

- Academic writing
- Structure and readers
- Writing as a process
- Finding papers
- Correct citations
- AI in writing

Master thesis seminar

Fall final year

- How to write the thesis
- Finding and reading scientific literature
- Referencing & copyright
- Data management
- Planning your master project

Final master seminar

Spring final year

- How is your masters grade set?
- Final writing tips
- Ultimate checklist for delivering your master
- Presenting your master: how to give a great scientific presentation

You can influence what happens in upcoming seminars!

Plan for today

1. Motivation and intro to master thesis
2. Finding scientific literature
   - Activity: find papers for your masters

Break
Ca 11-11:15

3. Reading scientific literature
   - Activity: skim-read a paper
4. Planning your project
   - Activity: make a timeline

More about master's plan agreement in November!

Annual Calendar

1st semester

Deadlines and to-do's during the first semester

- **August:** Start of study- with academic and social program
- **September-October:** Presentations of available master's thesis topics
- **November:** Information meetings about the master's plan agreement
- **December 1st:** Deadline for submission of the master's plan agreement

https://www.mn.uio.no/ifi/english/studies/master/

For Bachelorstudenter

For masterstudenter

Information meeting - The Master's plan agreement

1 December is the deadline to submit the master's plan agreement. Do you find the online form confusing? Are you wondering what goes where? Join us as we fill out a master's plan agreement live!

Tid og sted: 6. nov. 2026 10:15–11:00, Simula

Legg til i kalender



https://www.mn.uio.no/ifi/studier/aktuelt/arrangementer/master/2025-master-plan-meeting-1.html

Application for master's plan agreement - MN-faculty

100 %

Mandatory fields are marked with an asterisk *

Attachment(s)

Upload Project description *

A project description is a short description of the selected theme for your master's thesis. It should cotain the following:

- Temporary title
- Temporary thesis statement
- The methodology you will be using
- A progress plan for your thesis, with indicated milestones
- Curriculum relevant to your master's thesis

Select file

Where are you in your project?



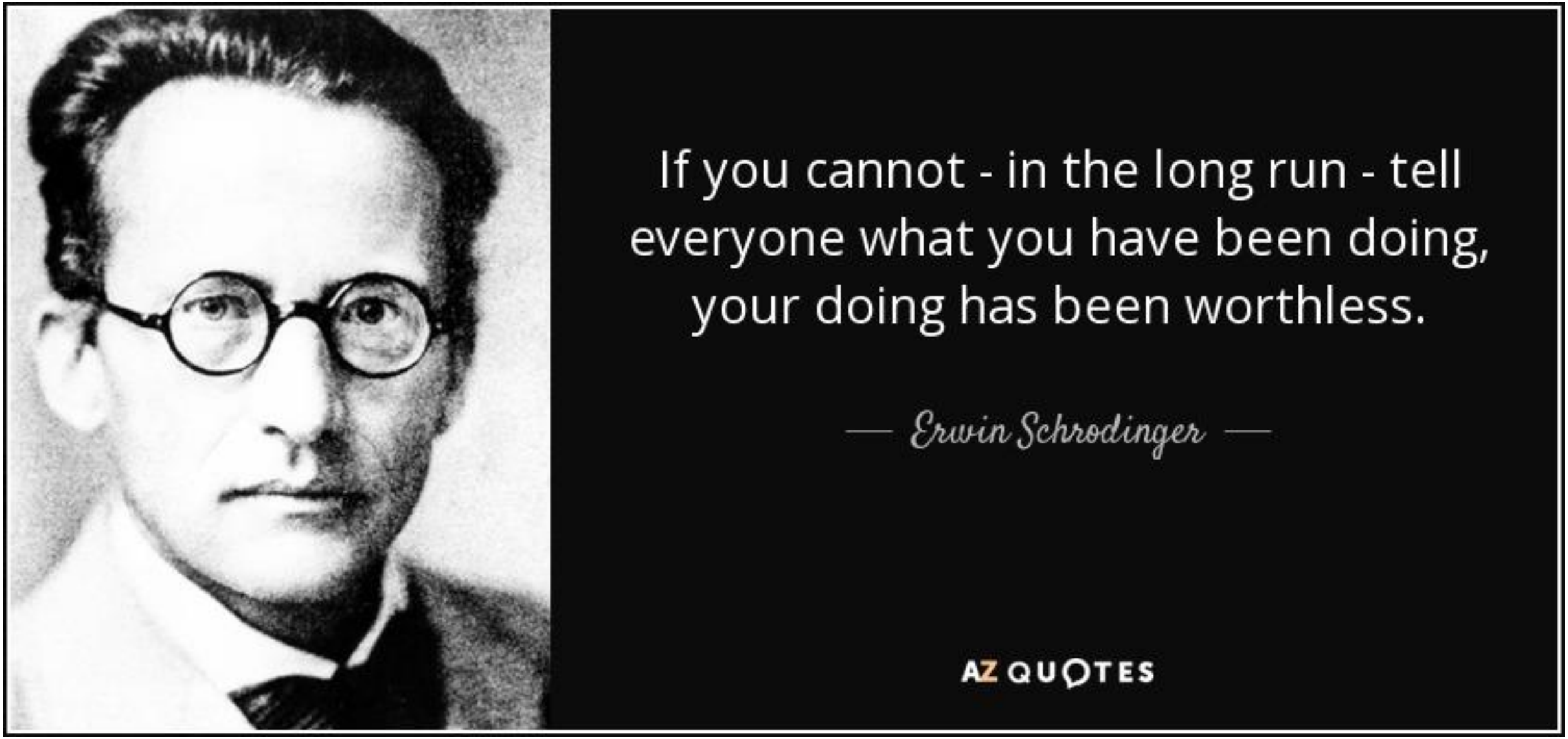
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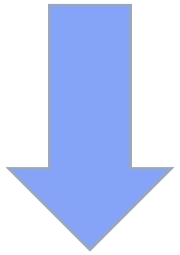
1. Intro & motivation

Why are you writing a master thesis?

What is different from BSc?


If you cannot - in the long run - tell everyone what you have been doing, your doing has been worthless.
— Erwin Schrodinger —
AZ QUOTES

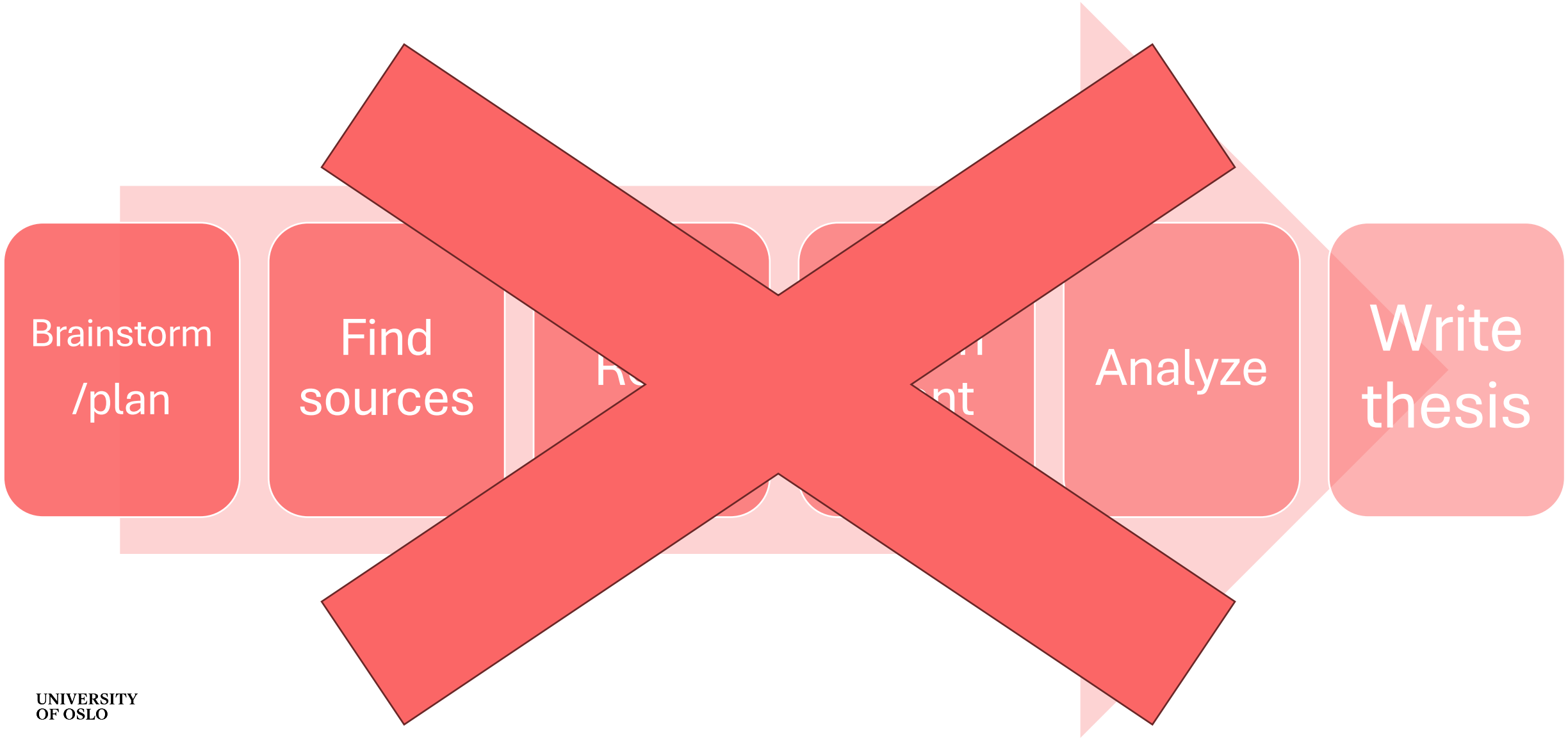
Writing to get a product

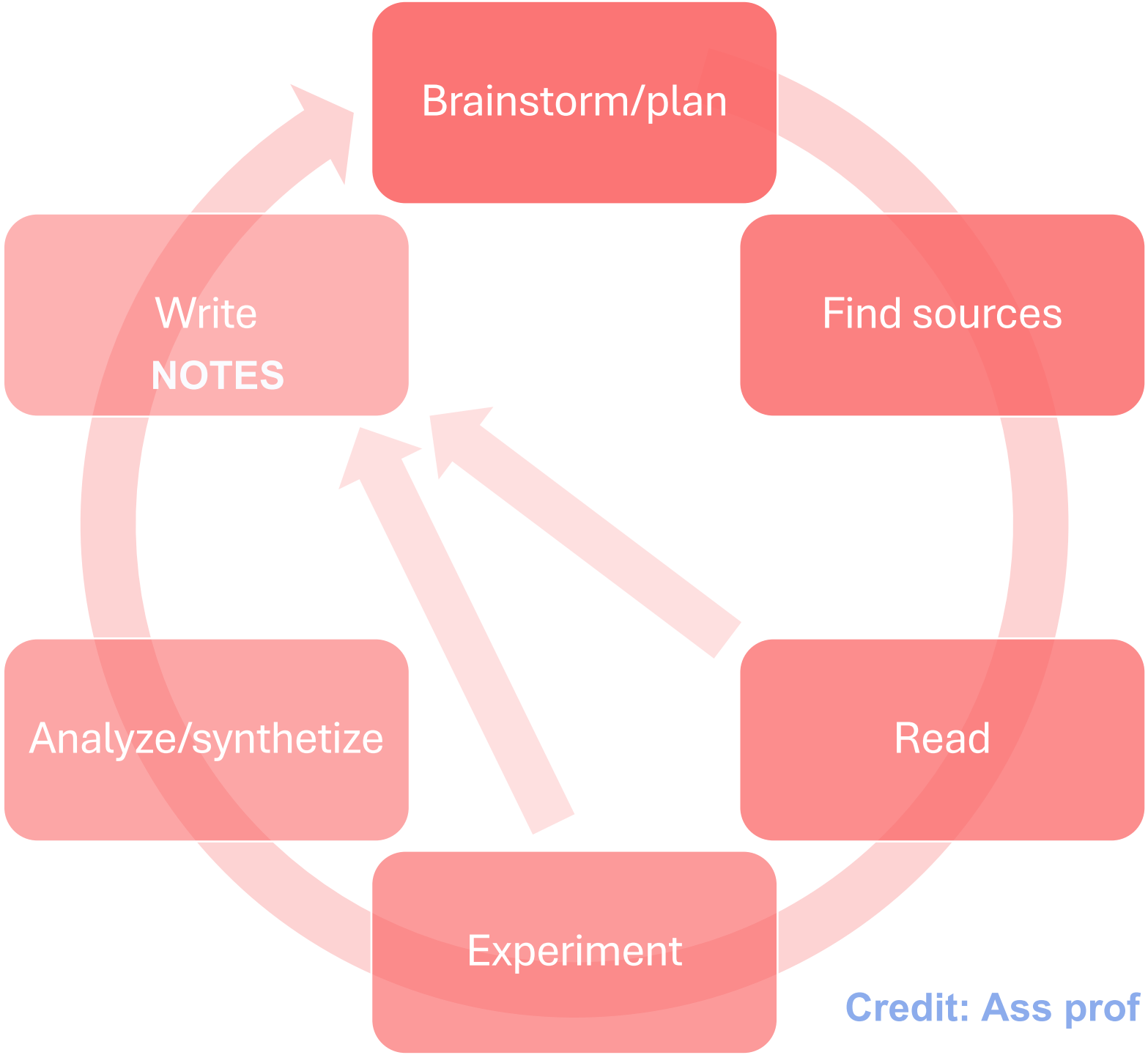


Writing as a process

Writing to think, writing to learn

Writing as a process





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Credit: Ass prof Nori Parelius, ITS

Start with FBW (fast, bad & wrong)

Don’t worry about writing well in the beginning!

You will change what you write later, it’s a long process

Don’t worry about spelling or good sentences or correctness in the beginning

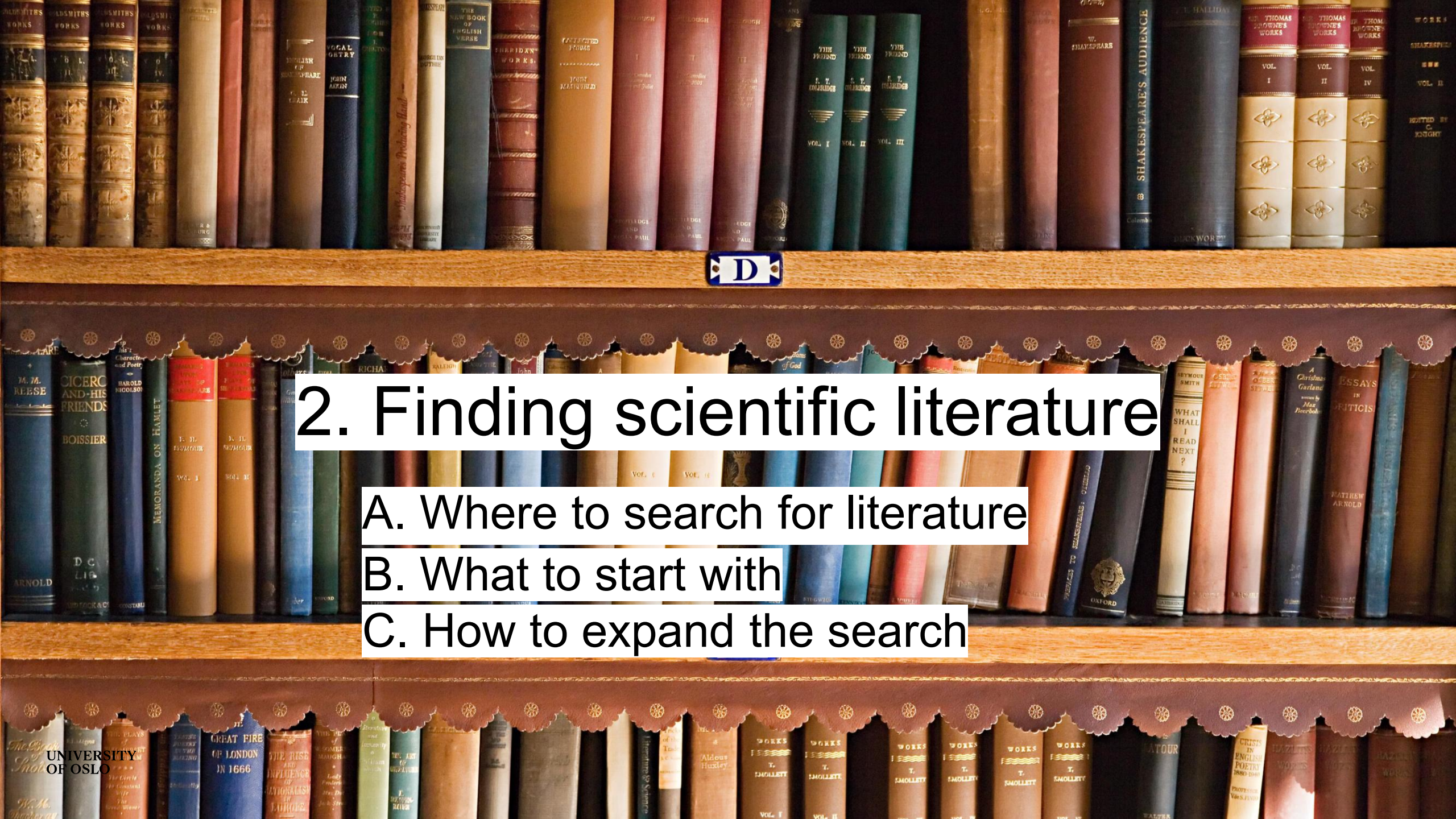
Much easier to write when there is something there!

Credit: Nori Parelius, Ass. Prof at ITS

Free writing on master thesis topic

1. Free write about your master thesis topic
   - What is it about and what do you know so far? 3 min

     If you have not chosen: what is something you would like to work on?
2. Complete the following sentence and keep writing:
   - I need to know more about …. 2 min
3. Afterwards: try to explain what you know about your project so far to your neighbor (you don't need to show what you wrote) 5 min



2. Finding scientific literature

A. Where to search for literature

B. What to start with

C. How to expand the search

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Where do you find scientific articles?



Web of Science Scopus	Interdisciplinary citation databases	• Strict criteria for what is included • Transparent criteria • Very good level of metadata • Good for navigating between related papers with topic search words • Controlled by: libraries, scientific community
ACM digital library IEEE Xplore	Subject databases	• Exist for different fields • Find what is used in YOUR field! • Controlled by: scientific community
Google Scholar	Not a database	• Quick and easy • Not transparent • Not easy to reproduce search results • Controlled by: Google

← Subjects

Subject page for informatics

Search Oria – the library catalogue

Find books, articles, journals, databases

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Andri Spilker

Subject librarian informatics
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Matthew Good

Leading development of the
Digital Scholarship Centre

Databases and other sources

Fulltext resources

- ACM Digital Library (subscription with fulltext)
- IEEE Xplore (subscription with fulltext)
- MathSciNet (subscription, mathematics from 1800 and on)
- Computing Research Repository (CoRR) (Search, browse and download papers through its online repository)
- Collection of Computer Science Bibliographies (Archived)

Get an overview

Search in multiple resources at once

→ Scopus
→ Web of Science

Springer

- Monographs in Theoretical Computer Science (book series)
- Lecture Notes in Computer Science (LNCS - book series) inkluderer *Lecture Notes in Bioinformatics* og *Lecture Notes in Artificial Intelligence*
- IFIP Advances in Information and Communication Technology (book series)
- Studies in Big Data (book series)
- the above and more from Springer (more science and other disciplines)

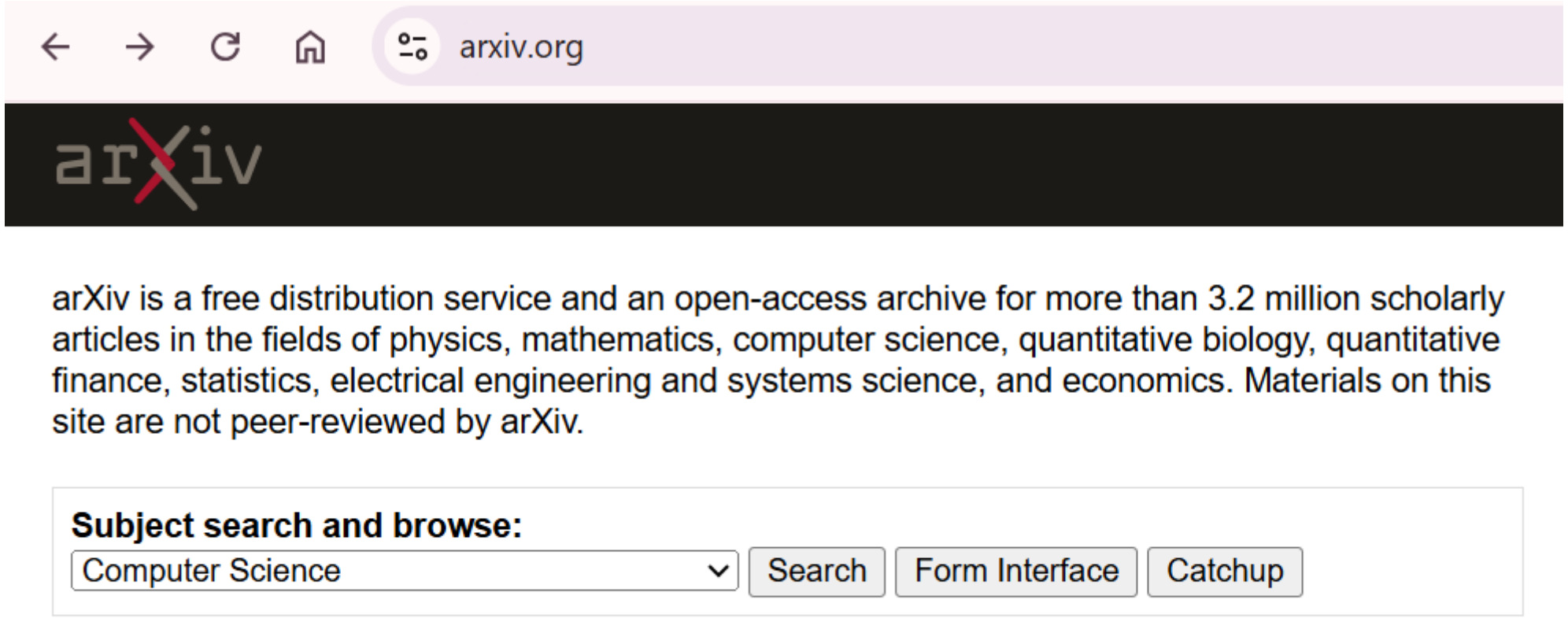
Other e-books

- Check IEEE Xplore

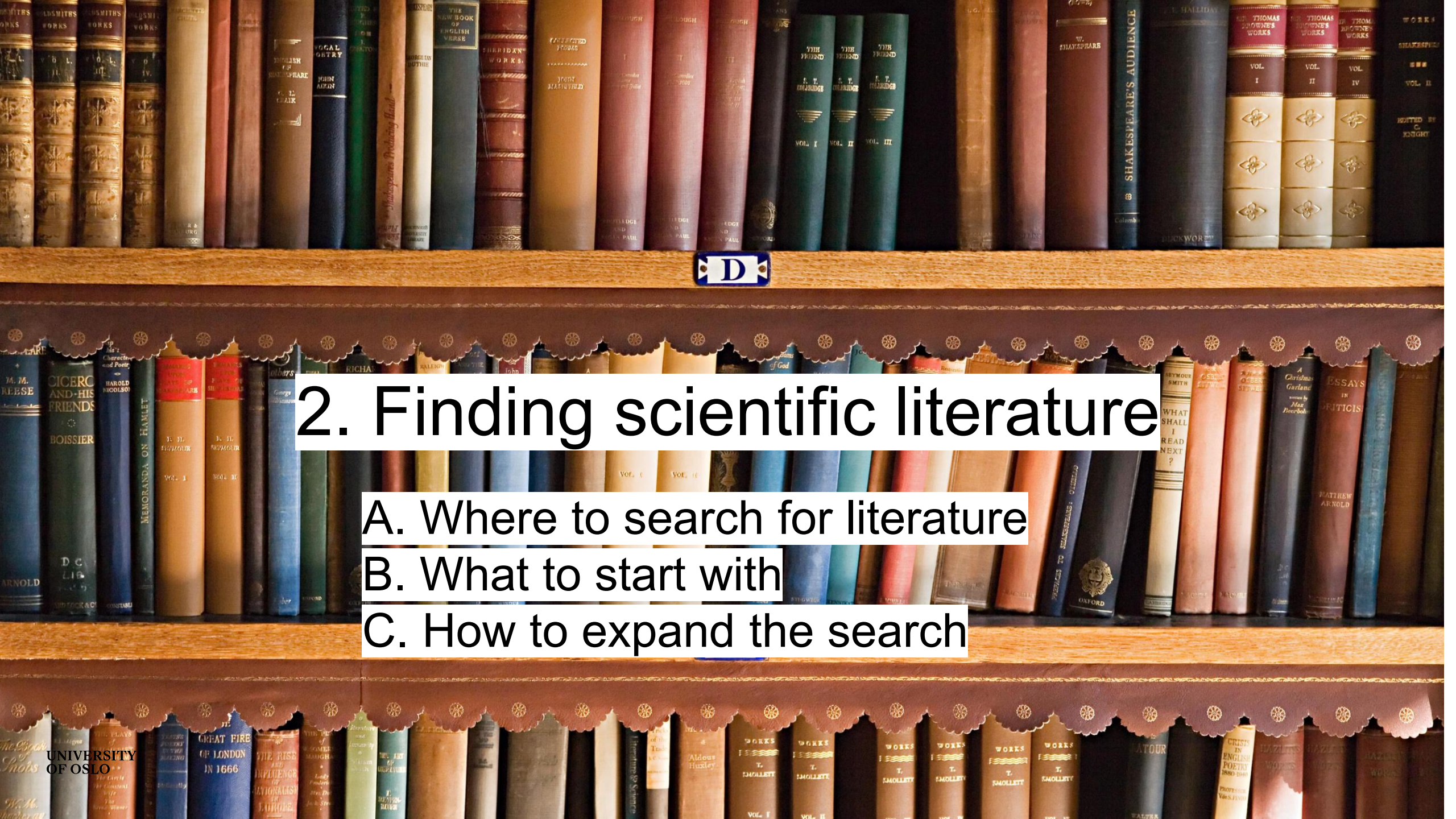
https://www.ub.uio.no/english/subjects/informatics/

How do you know you can trust a scientific article?

I don't	I don't know	Cited from elsewhere
Fagfellevurdert	I dont	Reputable authors
Peer reviewed	Sources	I dont
Cited often	??	If they are fagfellevurderte
Peer reviewed	How many citations it has	depends on the source



How to judge preprints?



2. Finding scientific literature

A. Where to search for literature

B. What to start with

C. How to expand the search

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Where to start

- Review articles to get an overview
- Your supervisor’s articles
- The most cited in the field
- Find the key references in the introductions
  - “Snowball” on to other relevant papers
  - Look for the papers that cite the papers you read

    Follow the “paper trail”



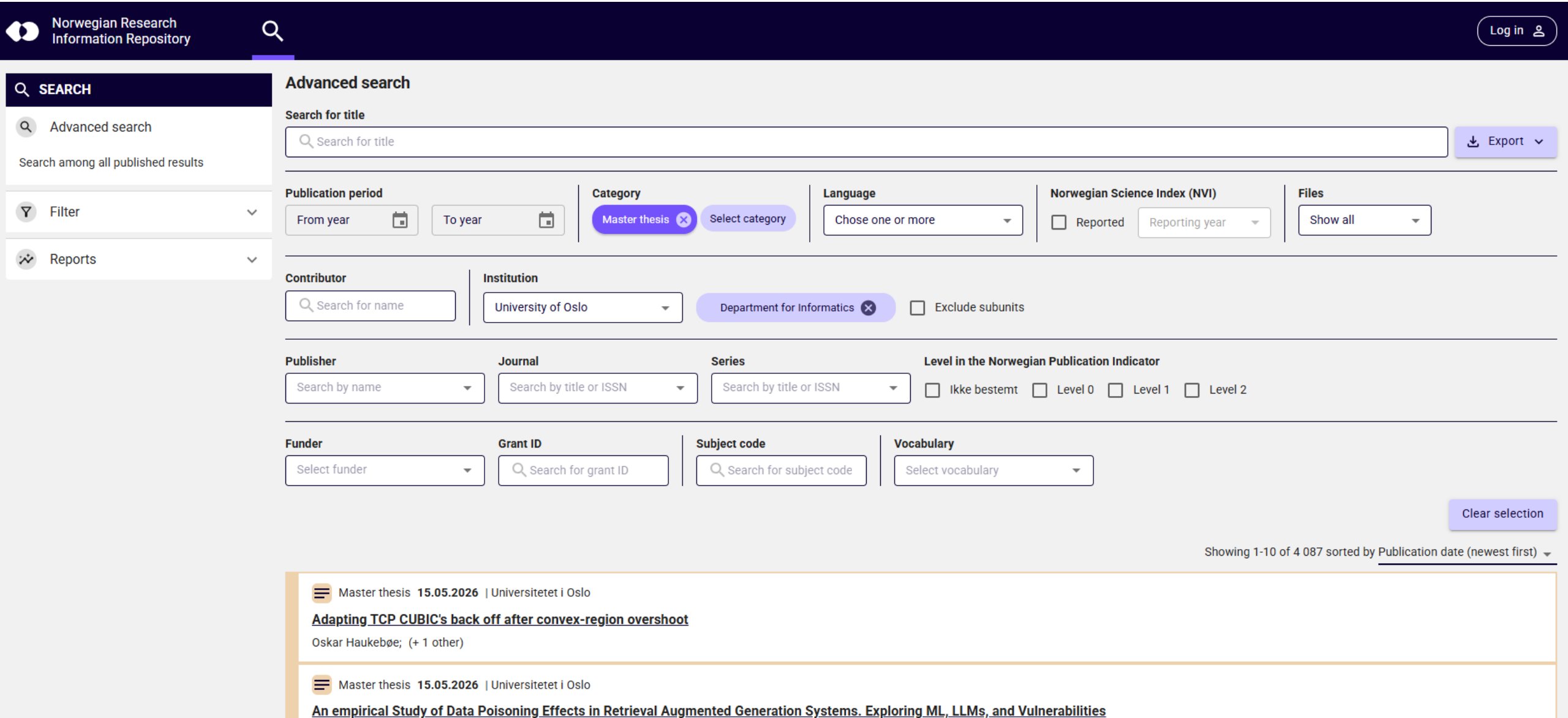
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Activity: find 3 relevant papers for your masters

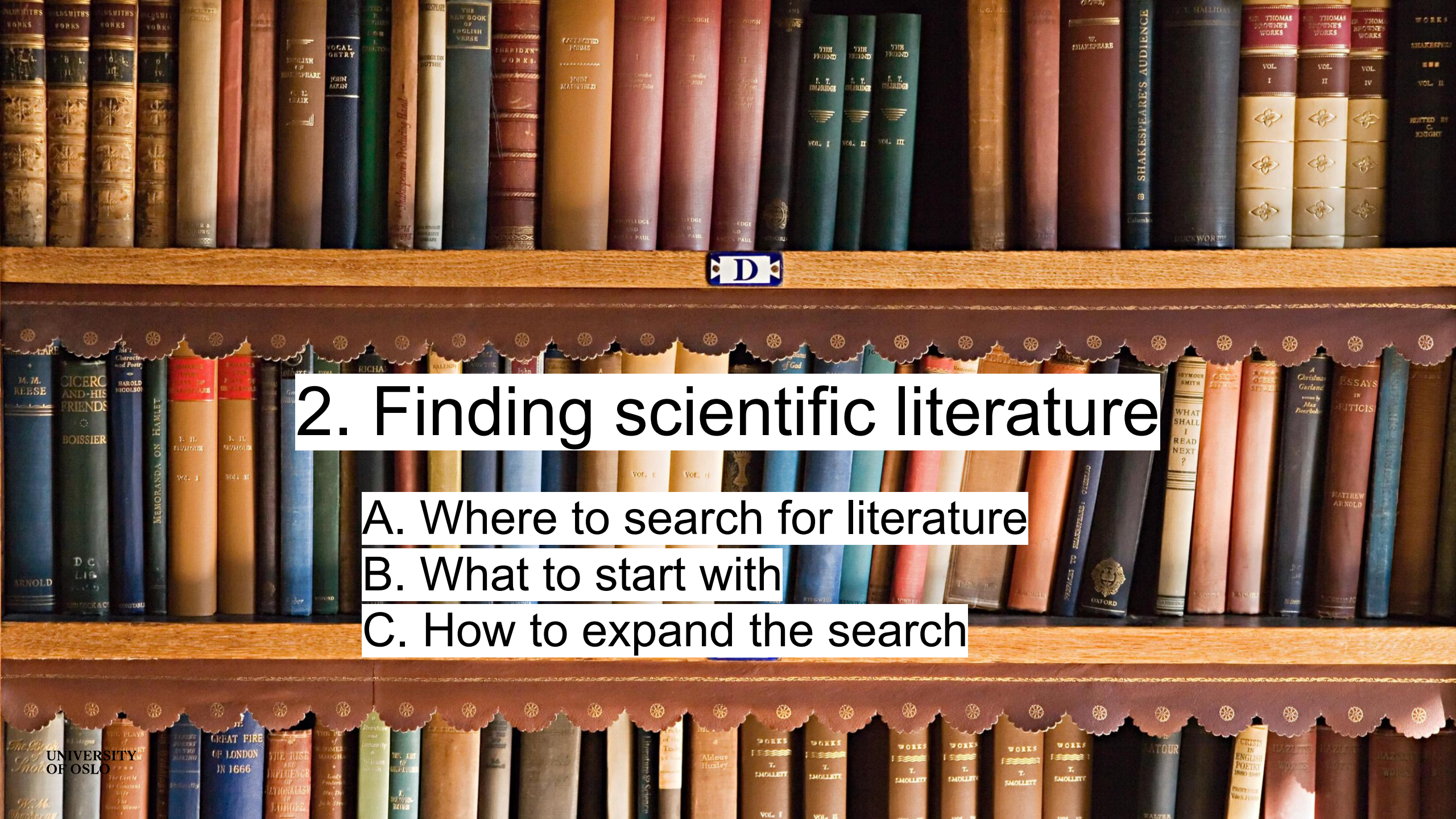
Review?
Supervisor?
Most cited?

Find previous theses!

Norwegian Research Archive: https://nva.sikt.no/




Break!



2. Finding scientific literature

A. Where to search for literature

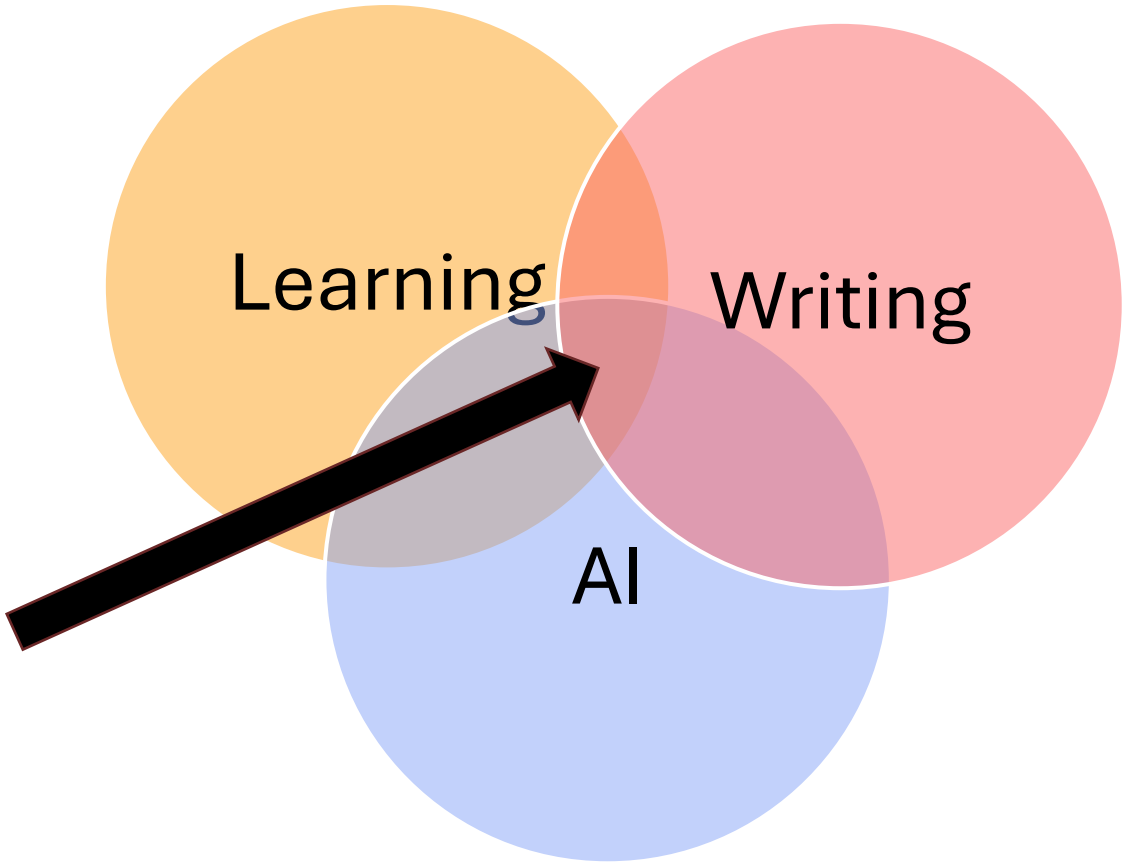
B. What to start with

C. How to expand the search

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From research question to search

Example research question: how is **learning** affected when **writing** with **AI**?

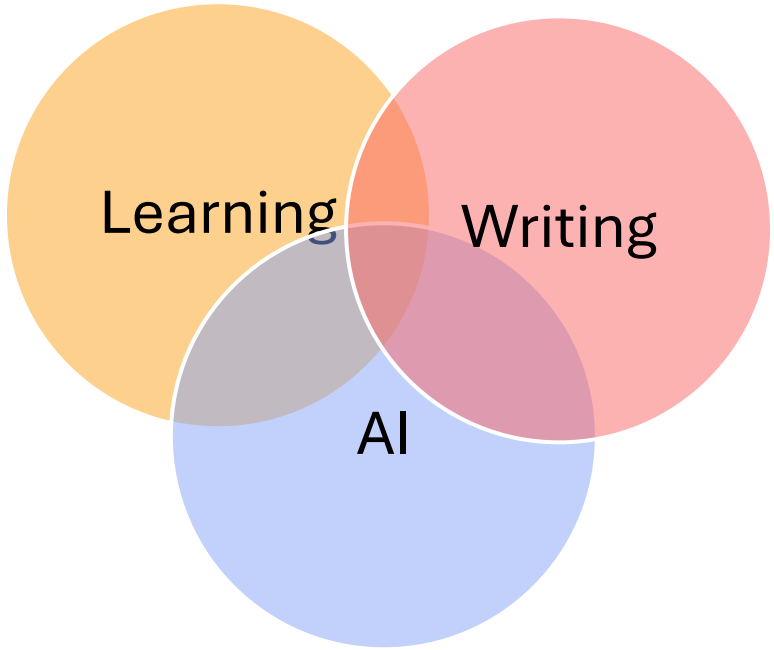


I want to find literature in this cross-section!

From research question to search

Example research question: how is **learning** affected

when **writing** with **AI**?

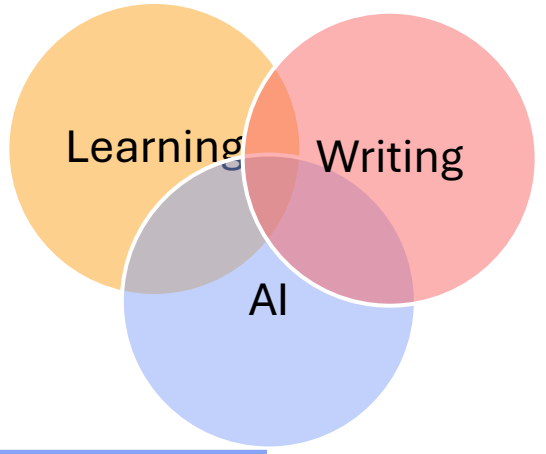


Simplest search: **learning writing AI**

= **learning** AND **writing** AND **AI**

Expand search with related concepts

Use OR, quotation marks and brackets

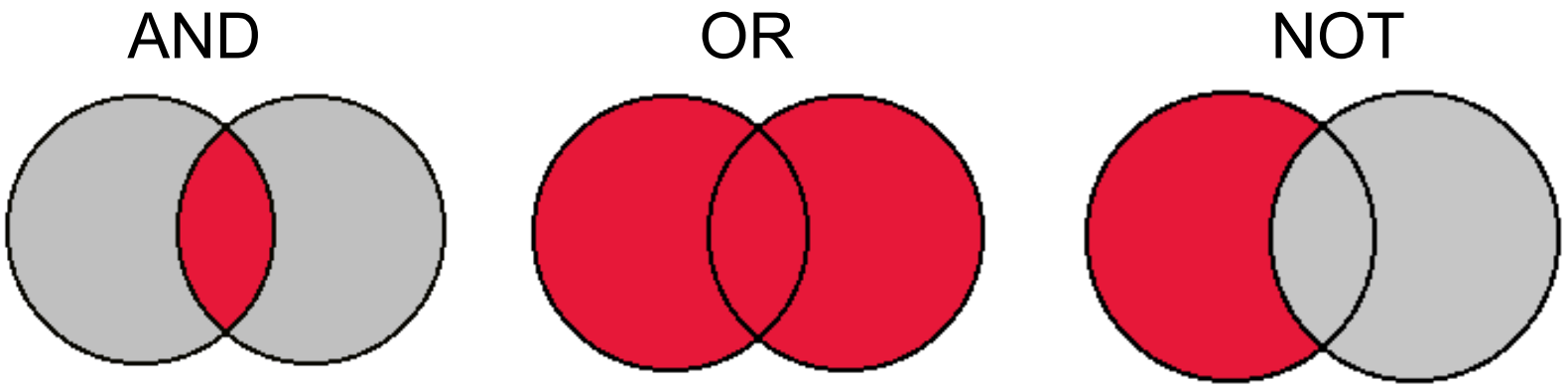


Learning	Writing	AI
Developing	drafting	«artificial intelligence»
Understanding	«completing assignment»	Claude
		ChatGPT
		«large language model»

Search string: (**learning** OR developing OR understanding) AND (**writing** OR drafting OR “completing assignment”) AND (**AI** OR “artificial intelligence” OR Claude)

OR is more, AND is less ☺

- Booleans



- Use quotation marks! Otherwise default is AND
  - “artificial intelligence” not artificial AND intelligence

Activity: Search for your masters
(on your own, 8 min)

- Identify a research question
- Find the key components and related concepts (make a table)
- Write a search string
- Try the search in ACM or IEEE Xplore
- If time also try Web of Science or Google Scholar

ub.uio.no/fag/informatikk

Example search string: (**learning** OR developing OR understanding) AND (**writing** OR drafting OR “completing assignment”) AND (**AI** OR “artificial intelligence” OR Claude)

AI for searching?

- Google Scholar Labs
- Sparring with GPT
- Gemini Notebook
- Other services…

Many options for AI literature search…

Advantages

- Easy to search
- Quick answers, brief summaries
- Potentially finds sources that do not appear in traditional database searches

Disadvantages

- No transparent search mechanism
  → **risk of bias**
- Can be hard for sensors to understand how you found your sources
- Amount of results / usefulness is bound to subscription – they will often give you better results if you pay
- More energy demanding than traditional search in subject databases

When you have found interesting papers…



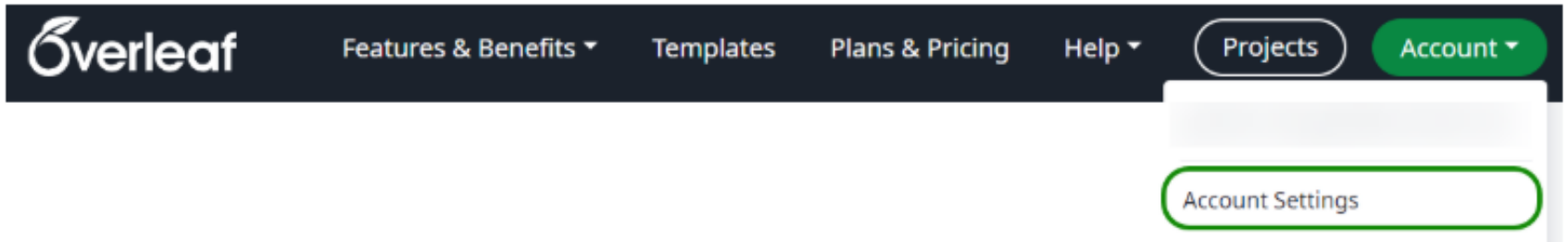
Save them somewhere you can find them, and take notes

zotero

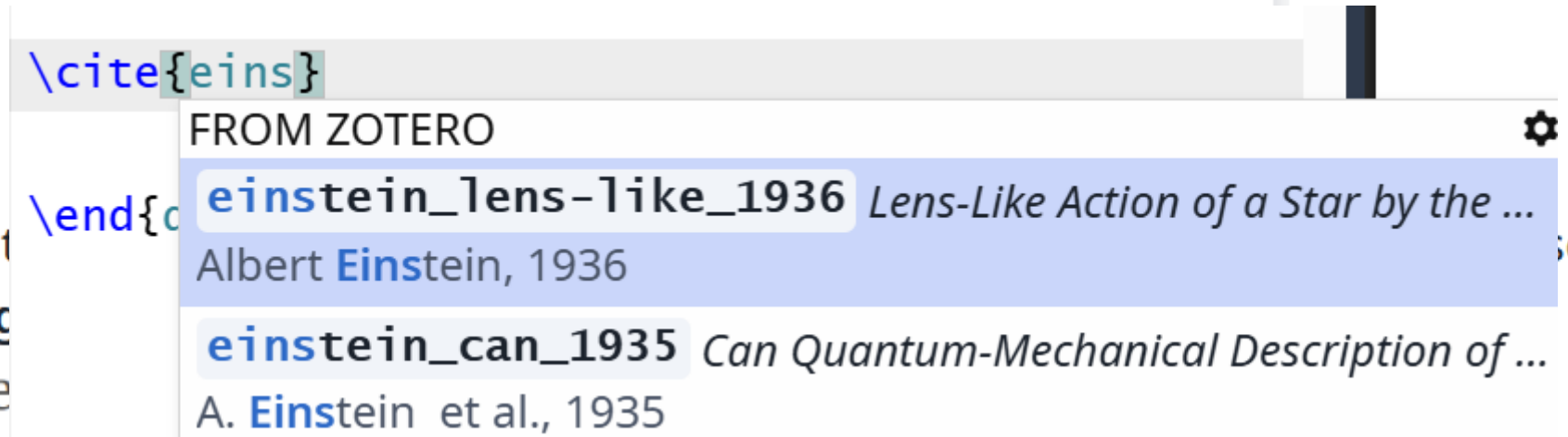
- Free, open-source reference management tool
- Features to annotate and organize files
- Integration with Overleaf, BibTeX
- Free courses at library

How to link Zotero to your Overleaf account

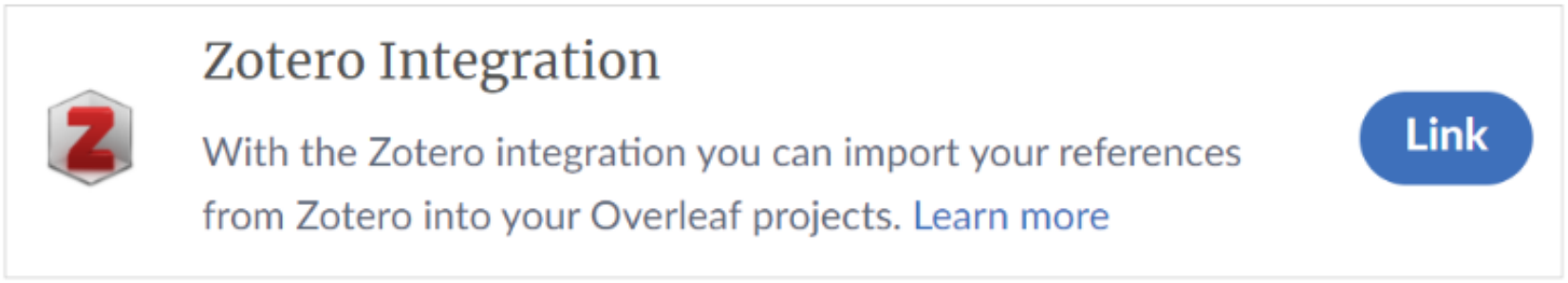
1. Select **Account** then **Account Settings** from the drop-down menu:



2. Scroll down t … select the **Link** for **Zotero Integ…**



Reference…



You will be prompted to log into your Zotero account, if you have not already done so.



3. Reading

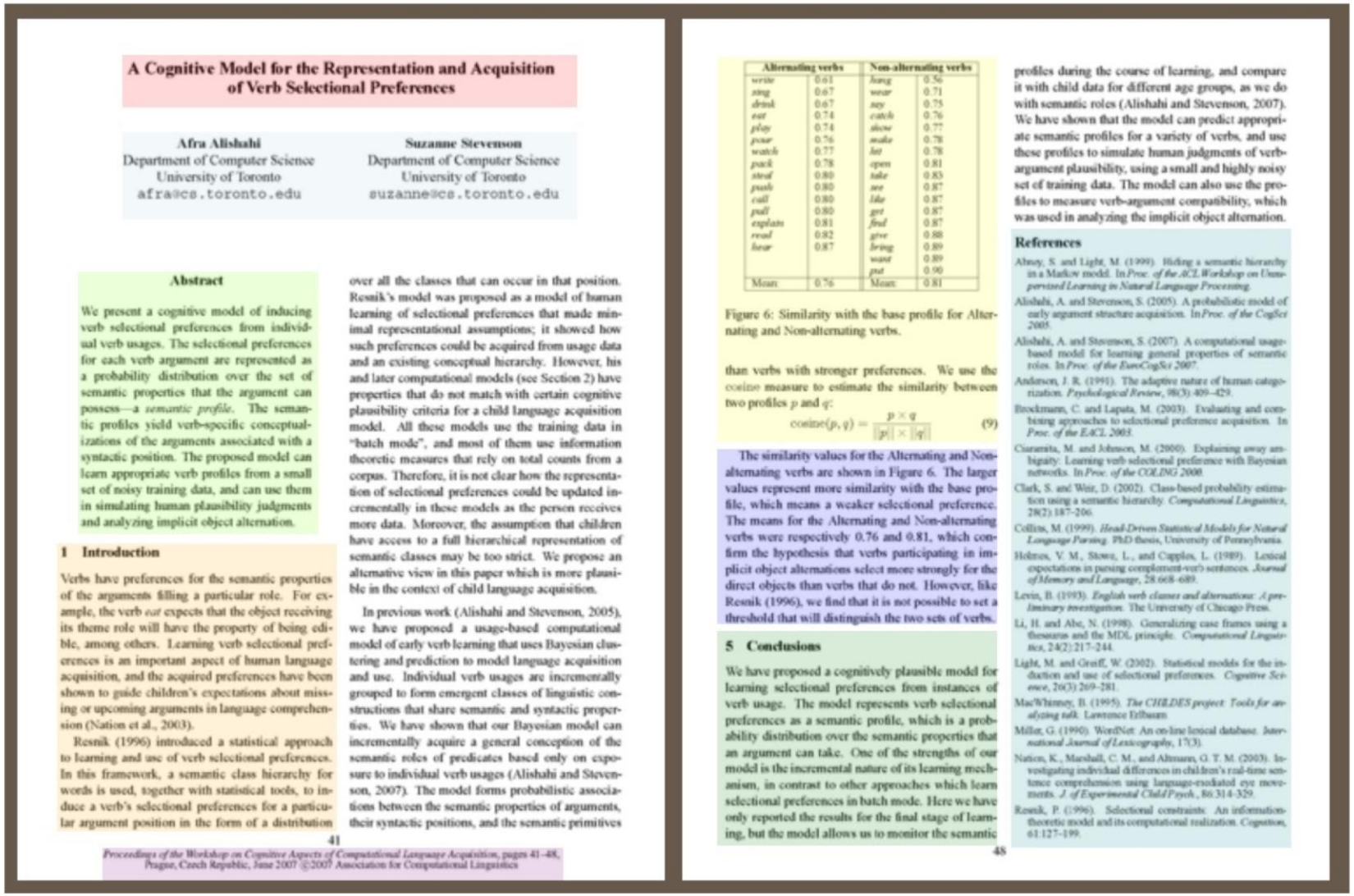
Anatomy of a research paper

TITLE

AUTHORS

ABSTRACT

INTRODUCTION



A Cognitive Model for the Representation and Acquisition of Verb Selectional Preferences

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Abstract

We present a cognitive model of inducing verb selectional preferences from individual verb usages. The selectional preferences for each verb argument are represented as a probability distribution over the set of semantic properties that the argument can possess—a *semantic profile*. The semantic profiles yield verb-specific conceptualizations of the arguments associated with a syntactic position. The proposed model can learn appropriate verb profiles from a small set of noisy training data, and can use them in simulating human plausibility judgments and analyzing implicit object alternation.

1 Introduction

Verbs have preferences for the semantic properties of the arguments filling a particular role. For example, the verb *eat* expects that the object receiving its theme role will have the property of being edible, among others. Learning verb selectional preferences is an important aspect of human language acquisition, and the acquired preferences have been shown to guide children's expectations about missing or upcoming arguments in language comprehension (Nation et al., 2003).

Resnik (1996) introduced a statistical approach to learning and use of verb selectional preferences. In this framework, a semantic class hierarchy for words is used, together with statistical tools, to induce a verb's selectional preferences for a particular argument position in the form of a distribution over all the classes that can occur in that position. Resnik's model was proposed as a model of human learning of selectional preferences that made minimal representational assumptions; it showed how such preferences could be acquired from usage data and an existing conceptual hierarchy. However, his and later computational models (see Section 2) have properties that do not match with certain cognitive plausibility criteria for a child language acquisition model. All these models use the training data in "batch mode", and most of them use information theoretic measures that rely on total counts from a corpus. Therefore, it is not clear how the representation of selectional preferences could be updated incrementally in these models as the person receives more data. Moreover, the assumption that children have access to a full hierarchical representation of semantic classes may be too strict. We propose an alternative view in this paper which is more plausible in the context of child language acquisition.

In previous work (Alishahi and Stevenson, 2005), we have proposed a usage-based computational model of early verb learning that uses Bayesian clustering and prediction to model language acquisition and use. Individual verb usages are incrementally grouped to form emergent classes of linguistic constructions that share semantic and syntactic properties. We have shown that our Bayesian model can incrementally acquire a general conception of the semantic roles of predicates based only on exposure to individual verb usages (Alishahi and Stevenson, 2007). The model forms probabilistic associations between the semantic properties of arguments, their syntactic positions, and the semantic primitives

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Proceedings of the Workshop on Cognitive Aspects of Computational Language Acquisition, pages 41–48,
Prague, Czech Republic, June 2007 ©2007 Association for Computational Linguistics

Alternating verbs		Non-alternating verbs	
write	0.61	*hang*	0.56
sing	0.67	*wear*	0.71
drink	0.67	*say*	0.75
eat	0.74	*catch*	0.76
play	0.74	*show*	0.77
pour	0.76	*make*	0.78
watch	0.77	*hit*	0.78
pack	0.78	*open*	0.81
steal	0.80	*take*	0.83
push	0.80	*see*	0.87
call	0.80	*like*	0.87
pull	0.80	*get*	0.87
explain	0.81	*find*	0.87
read	0.82	*give*	0.88
hear	0.87	*bring*	0.89
		want	0.89
		put	0.90
Mean	0.76	Mean	0.81

Figure 6: Similarity with the base profile for Alternating and Non-alternating verbs.

than verbs with stronger preferences. We use the cosine measure to estimate the similarity between two profiles p and q:

$$\text{cosine}(p,q) = \frac{p \times q}{|p| \times |q|} \quad (9)$$

The similarity values for the Alternating and Non-alternating verbs are shown in Figure 6. The larger values represent more similarity with the base profile, which means a weaker selectional preference. The means for the Alternating and Non-alternating verbs were respectively 0.76 and 0.81, which confirm the hypothesis that verbs participating in implicit object alternations select more strongly for the direct objects than verbs that do not. However, like Resnik (1996), we find that it is not possible to set a threshold that will distinguish the two sets of verbs.

5 Conclusions

We have proposed a cognitively plausible model for learning selectional preferences from instances of verb usage. The model represents verb selectional preferences as a semantic profile, which is a probability distribution over the semantic properties that an argument can take. One of the strengths of our model is the incremental nature of its learning mechanism, in contrast to other approaches which learn selectional preferences in batch mode. Here we have only reported the results for the final stage of learning, but the model allows us to monitor the semantic profiles during the course of learning, and compare it with child data for different age groups, as we do with semantic roles (Alishahi and Stevenson, 2007). We have shown that the model can predict appropriate semantic profiles for a variety of verbs, and use these profiles to simulate human judgments of verb-argument plausibility, using a small and highly noisy set of training data. The model can also use the profiles to measure verb-argument compatibility, which was used in analyzing the implicit object alternation.

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Resnik, P. (1996). Selectional constraints: An information-theoretic model and its computational realization. *Cognition*, 61:127–199.

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RESULTS (graphs, charts)

REFERENCES

ARTICLE TEXT

PUBLICATION

CONCLUSION

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https://www.lib.ncsu.edu/tutorials/scholarly-articles/

A paper is usually not read from beginning to end, at least not the first time you read it!

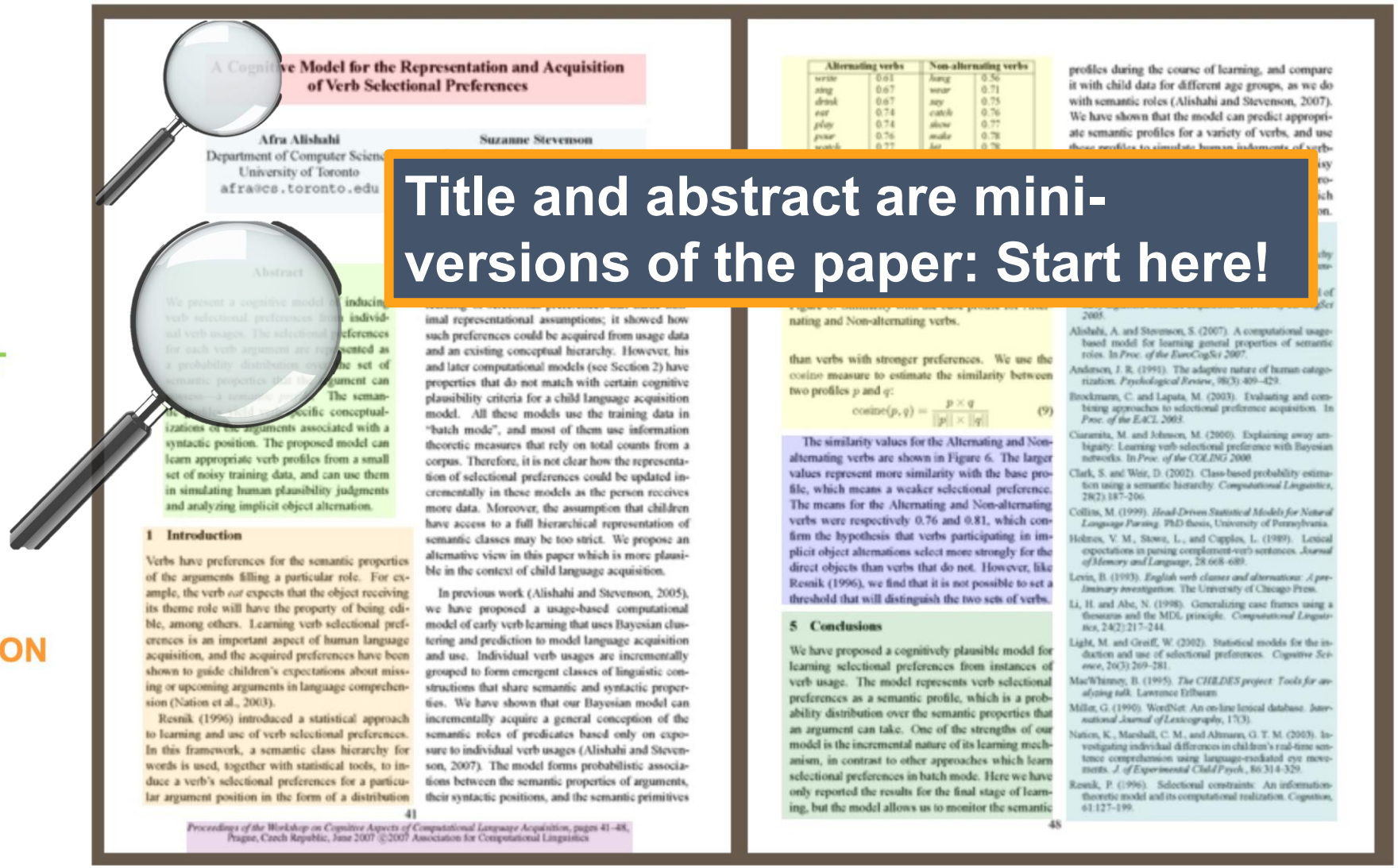
Anatomy of a research paper

TITLE

AUTHORS

ABSTRACT

INTRODUCTION



Title and abstract are mini-versions of the paper: Start here!

RESULTS (graphs, charts)

REFERENCES

ARTICLE TEXT

PUBLICATION

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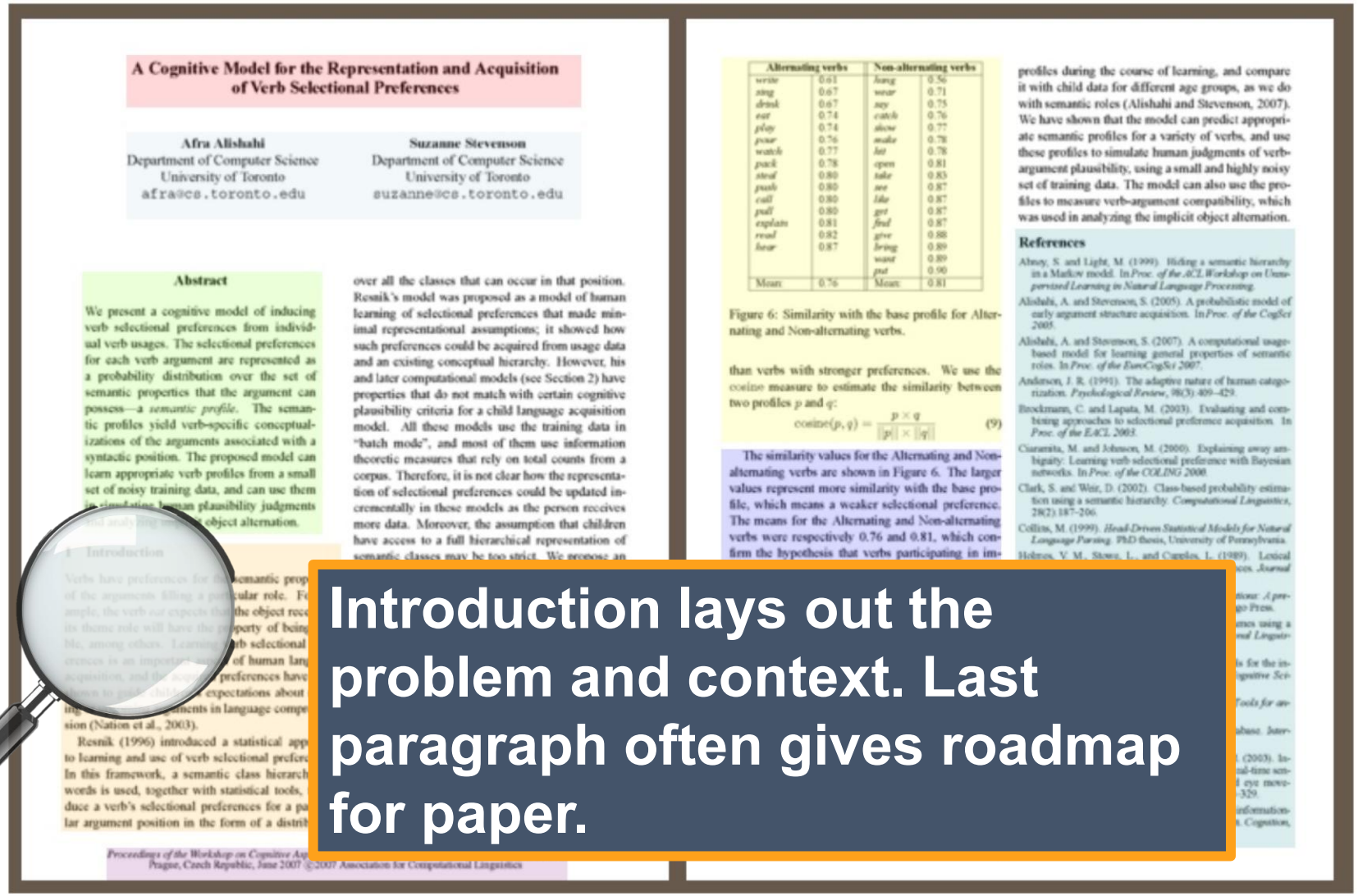
Anatomy of a research paper

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ABSTRACT

INTRODUCTION



Introduction lays out the problem and context. Last paragraph often gives roadmap for paper.

RESULTS (graphs, charts)

REFERENCES

ARTICLE TEXT

PUBLICATION

CONCLUSION

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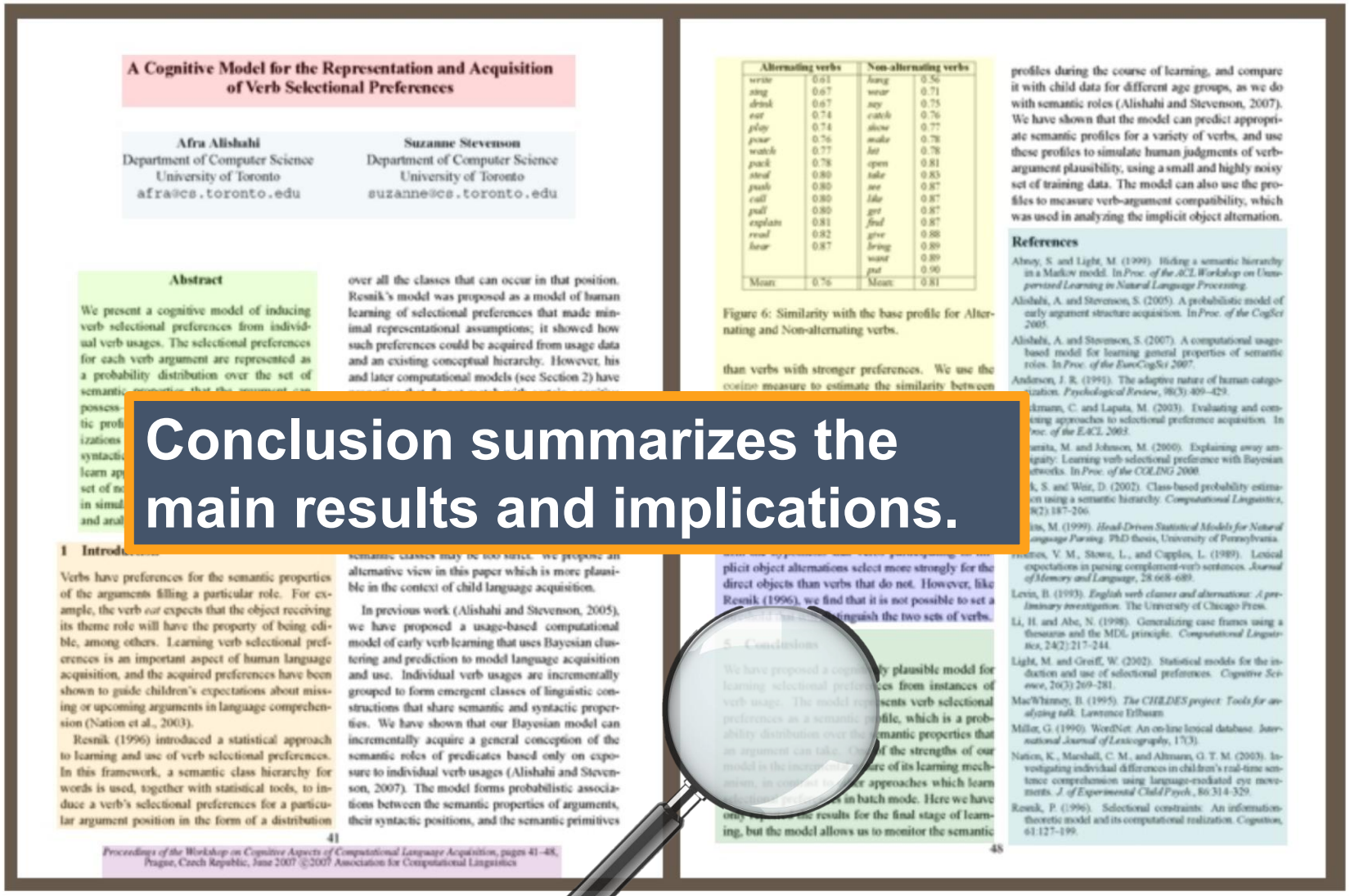
Anatomy of a research paper

TITLE

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INTRODUCTION



Conclusion summarizes the main results and implications.

PUBLICATION

CONCLUSION

RESULTS (graphs, charts)

REFERENCES

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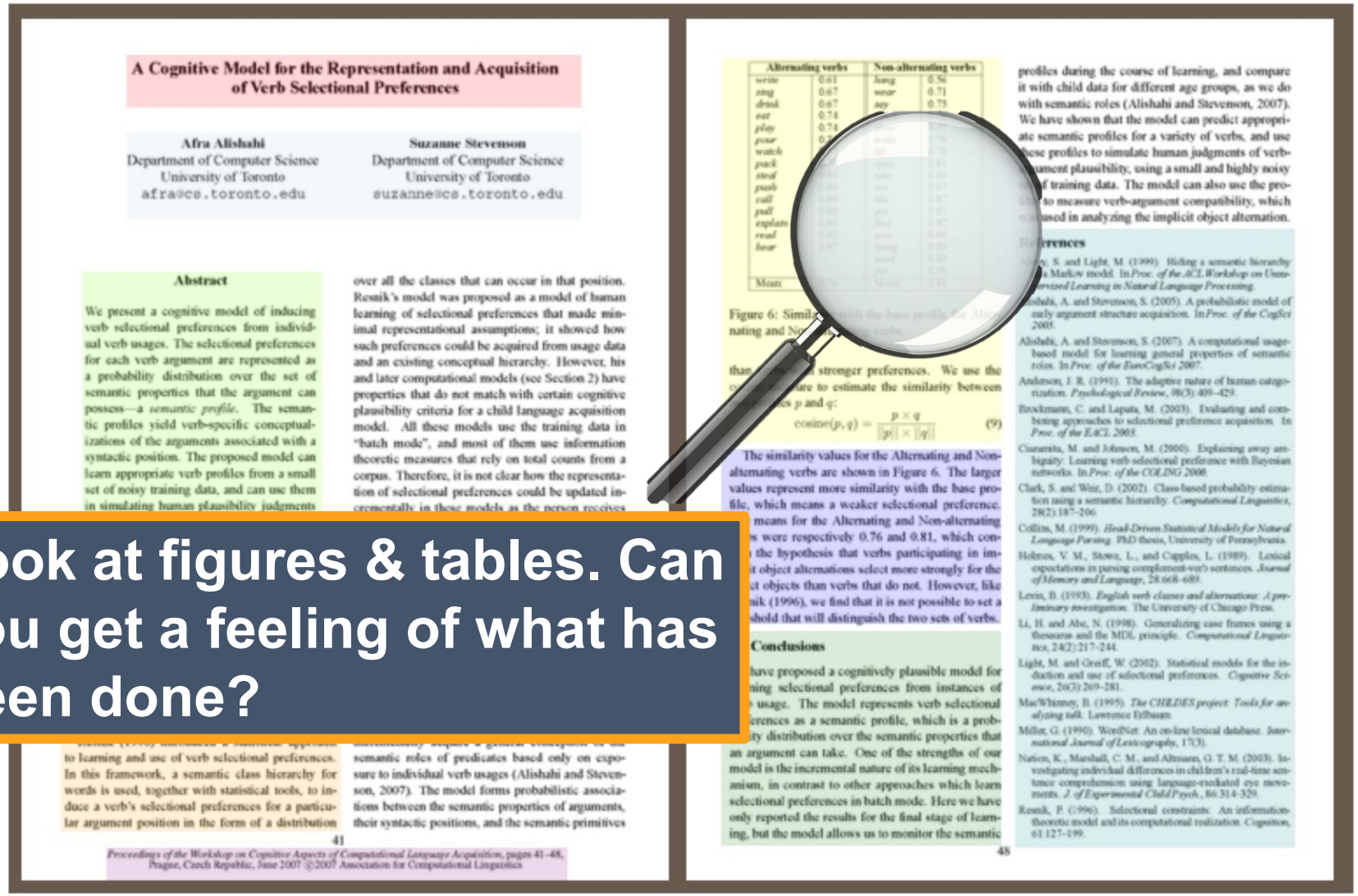
Anatomy of a research paper

TITLE

AUTHORS

ABSTRACT

INTRODUCTIO



PUBLICATION

CONCLUSION

RESULTS (graphs, charts)

REFERENCES

ARTICLE TEXT

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Anatomy of a research paper

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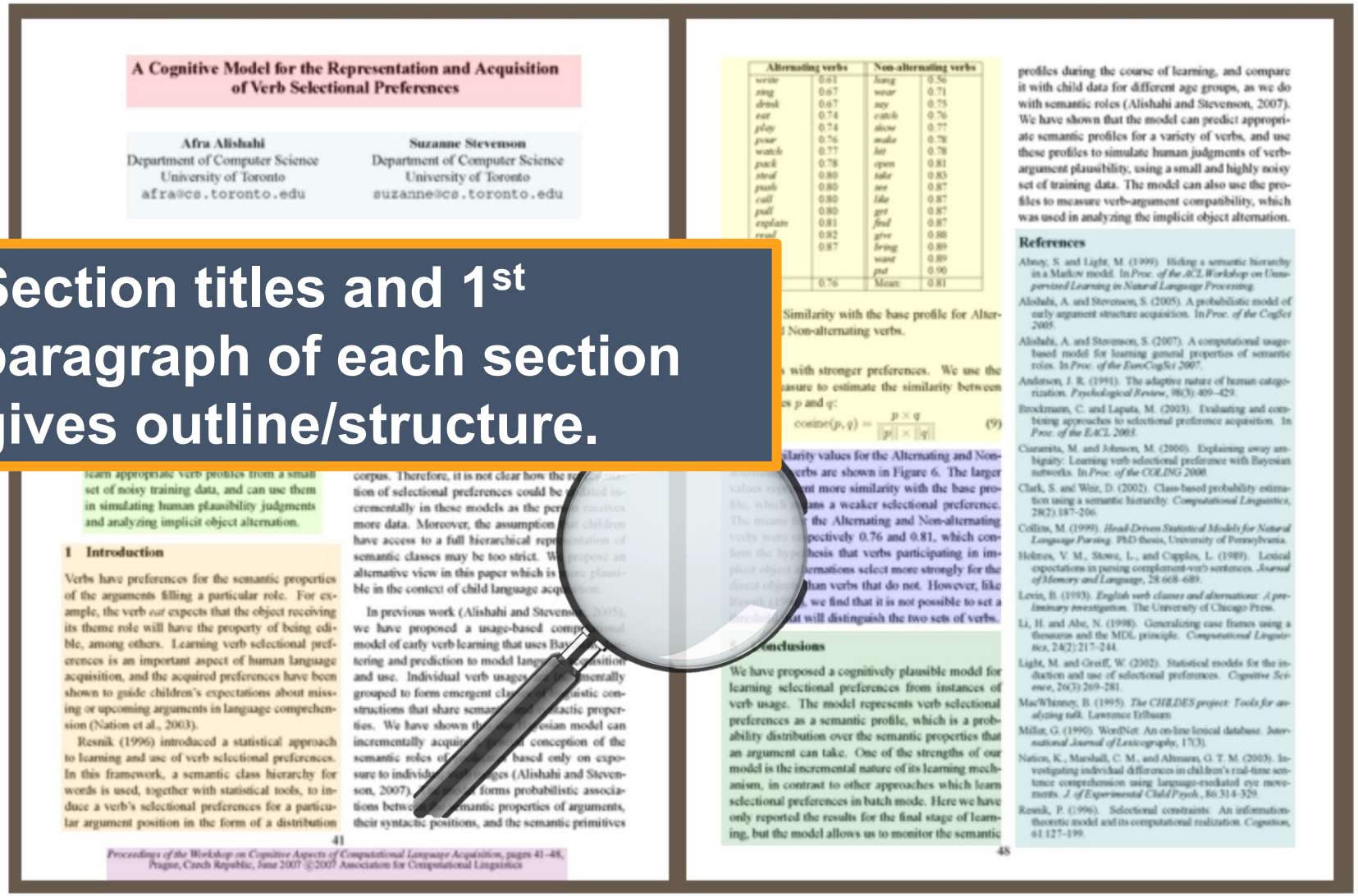
INTRODUCTION

RESULTS (graphs, charts)

REFERENCES

ARTICLE TEXT

Section titles and 1st paragraph of each section gives outline/structure.



PUBLICATION

CONCLUSION

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https://www.lib.ncsu.edu/tutorials/scholarly-articles/

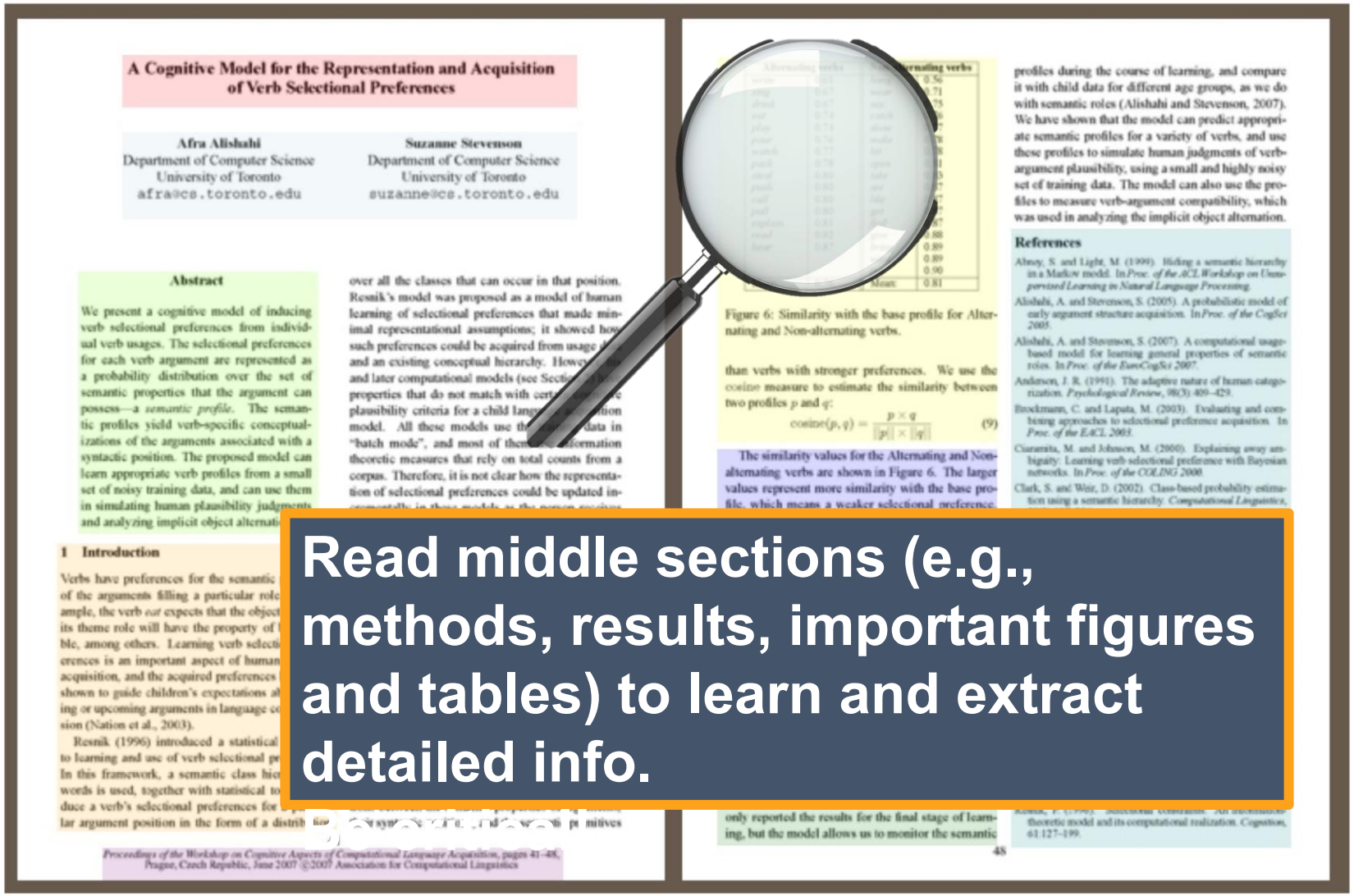
Anatomy of a research paper

TITLE

AUTHORS

ABSTRACT

INTRODUCTION



Read middle sections (e.g., methods, results, important figures and tables) to learn and extract detailed info.

PUBLICATION

CONCLUSION

RESULTS (graphs, charts)

REFERENCES

ARTICLE TEXT

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https://www.lib.ncsu.edu/tutorials/scholarly-articles/

Reading tips

- Make notes in the margin and underline / highlight
- Discuss with your peers and supervisor
- Be patient! It might take years to understand one single article

The papers you read now will make more sense at the end of your masters degree, but starting reading is the way to get that understanding ☺

AI for reading?

- Gemini notebook
- Translating
- Summarizing
- Explaining/discussing concepts
- Ask Gemini notebook to quiz you after reading
- Copyright

How students use artificial intelligence

Studiebarometeret: https://www.khrono.no/slik-bruker-studentene-kunstig-intelligens/1036466

	2023	2024	2025
Explain topics, curriculum, concepts, terminology	67 %	72 %	73 %
Review and revise their own text	41 %	51 %	61 %
As «sparring partner»	42 %	48 %	56 %
Summarizing text	38 %	50 %	55 %
Translating text	32 %	40 %	39 %
Generating/writing code	21 %	23 %	24 %
Generating text	23 %	22 %	**17 %**
Generate audio, images or video	6 %	9 %	10 %
Other	6 %	6 %	7 %
Doesn't use AI	39 %	19 %	**9 %**



4. Plan your masters

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OF OSLO

Getting started with your masters

Choose courses, topic & supervisor

- Get to know researchers and supervisors
- Find relevant literature and read (use the library)
- Attend meetings and presentations
- Take notes of literature, open questions and ideas

  → keep them somewhere you can come back to them!

- Plan your project

Activity: Make a master plan (on your own, 6 min)

- 3 minutes shut up & write: What do you need to do for your project? Bulletpoints are good.
- When should you do it? Make a plan, 3 minutes.



Discuss with supervisor(s)

- Overall goals with master degree and project
- Milestones, plan and project description
- Agree on communication (meetings, emails ++)
- Ambition and time constraints
- AI use

AI services accessible via UiO login

GPT UiO – UiOs privacy friendly GPT chat
IT in research. IT in education
Up to red data*

Autotekst – speech to text with Whisper from OpenAI
Audio and video recording. IT in education. Web publishing and search
Up to red data*

Microsoft Copilot Chat
IT in research. IT in education. Administrative IT services
Green data

Microsoft Foundry (previously Azure Open AI)
IT in research. IT in education. Administrative IT services
Green data

Gemini – AI chat from Google
IT in research. IT in education. Administrative IT services
Yellow and green data

Gemini Notebook (previously NotebookLM)
IT in research. IT in education. Administrative IT services
Yellow and green data

Google Cloud Platform
Programs, computer and mobile. IT in research
Yellow and green data

TSD-Autotekst – Speech-to-text in secure environments
Audio and video recording. IT in research. IT in education
Up to black data*

Your research data and written text is generally classified as yellow data: unpublished research data

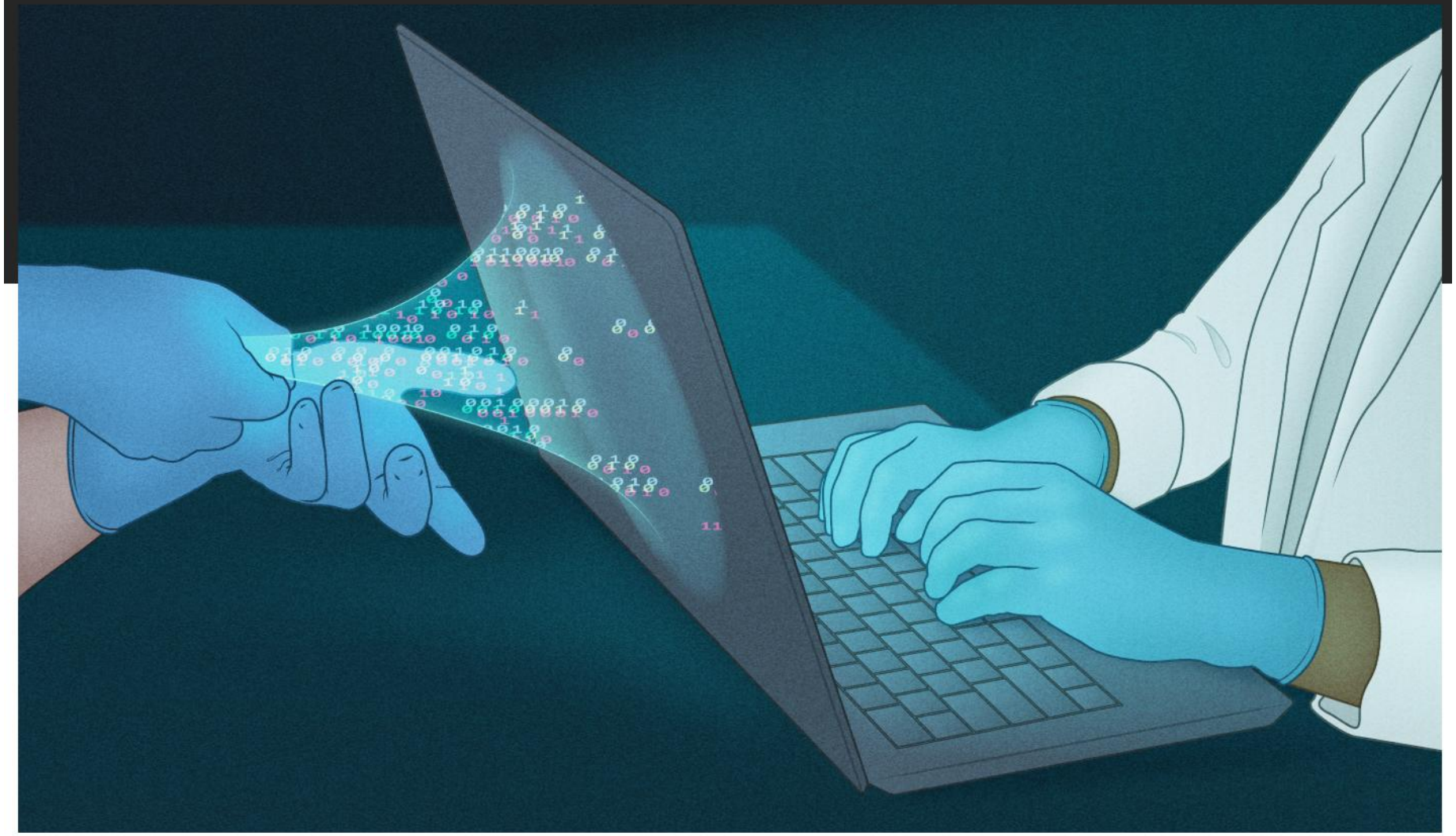
Don’t give them away to any AI model out there

CAREERS | TECHNOLOGY

Could your chatbot tip off a scientific rival? It's possible, researchers say

Experts offer tips for keeping sensitive research private

20 OCT 2026 • 1:10 PM ET • BY TOM HOWARTH



UiO's Guidelines for the Use of AI

Important guidance on choosing services and what you need to be aware of when using AI in your work.

https://www.uio.no/english/services/it/ai/guidelines/index.html

These guidelines are being tested. This means that we welcome feedback on whether anything should be changed to make the guidelines more comprehensive, easier to understand, or otherwise improved. Contact us at ai-contact@usit.uio.no.

Main rule: Use approved services in your work at UiO. This means that you may not use non-approved AI services to process UiO data. This is particularly important for data classified as yellow, red, or black.

Always follow internal guidelines for your AI tool, where such guidelines exist.

Choose the right tool. You must use AI tools that are approved for the protection level required by your data. See how to choose the correct protection level.

Be especially careful with personal data. Even if you have chosen the right tool for the protection level required by your data, you cannot use the data in any way you wish. Laws and regulations concerning personal data also apply here.

You must be able to account for, and are responsible for, all decisions made by the AI if they affect the organisation. In cases where AI makes decisions on behalf of the organisation, these decisions must be transparent and verifiable. AI should not make decisions in *case management (NO: saksbehandling)*, but may be used to support decision-making.

Always quality-assure AI-generated content. Always review what the AI produces, and never use text or code that you do not understand.

Do not use AI uncritically as a reference source; there is no guarantee that what is presented as fact is true.

You must declare & document AI use in detail

Declaration of the use of generative artificial intelligence

In this scientific work, generative artificial intelligence (AI) has been used. All data and personal information have been processed in accordance with the University of Oslo's regulations, and I, as the author of the document, take full responsibility for its content, claims, and references. An overview of the use of generative AI is provided below.

(Bullet point list of AI usage descriptions)

Recommended elements to include:

- That AI has been used
- What specific tools were used, and what they are used for
- Reflection of the risks & consequences
- Take full responsibility for the content

(Tone C. Gadmar)

For concrete examples of AI declarations, see:
Suggestion for declaration of AI usage in assignments

Log your AI use + your decisions & progress

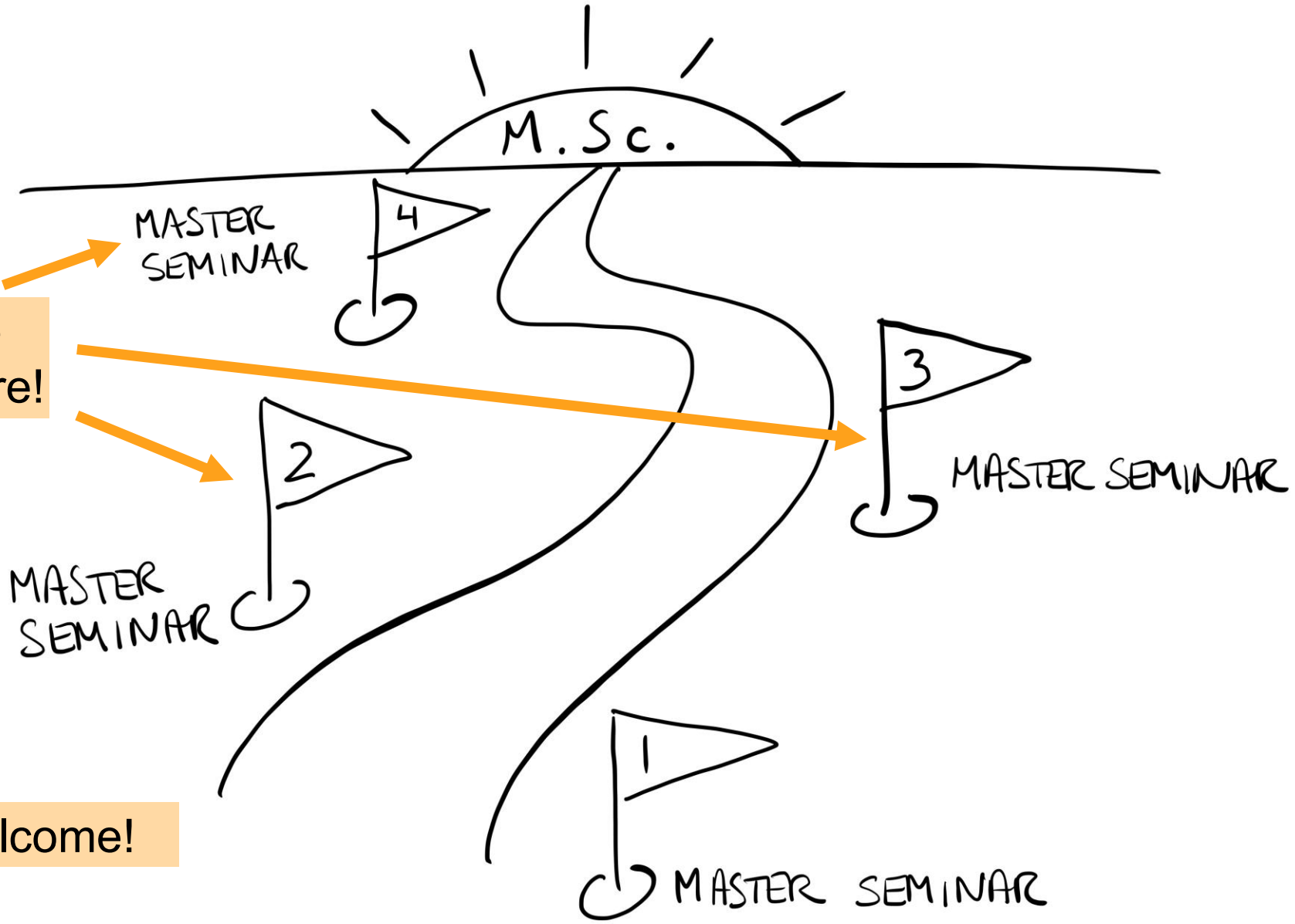
- Paper notebook?
- Digital / Online notebook?
- Jupyter?
- Emails with supervisor
- Write in the thesis

It should be possible to reproduce your research!



Summary and way forward

You can influence what happens here!



Feedback welcome!

Master seminars to help you through your masters

Essay writing seminar

Spring 2027

- Academic writing
- Structure and readers
- Writing as a process
- Finding papers
- Correct citations
- AI in writing

Master thesis seminar

Fall final year

- How to write the thesis
- More on finding and reading scientific literature
- Referencing & copyright
- Data management
- Planning your master project

Final master seminar

Spring final year

- How is your masters grade set?
- Final writing tips
- Ultimate checklist for delivering your master
- Presenting your master: how to give a great scientific presentation

You can influence what happens in upcoming seminars!

← Courses and events

Courses and workshops for students, staff and PhD students

Join one of our free and open courses or workshops! They are tailored to students, staff and PhD students at UiO and OUS, but are open to all interested parties.

What would you like to learn?

Tick the boxes to find courses that suit you.

- [x] All courses
- [ ] Start of studies
- [ ] Writing and citing
- [ ] Literature searching
- [ ] Source evaluation
- [ ] Research data
- [ ] Open science
- [ ] Analysis Tools
- [ ] Coding
- [ ] Artificial intelligence
- [ ] Text mining
- [ ] Science Visualization
- [ ] Digital Tools
- [ ] More options

Antall treff: 25



Academic writing

Target audience: Students, PhD students and Postdocs
Tags: Writing and citing
Upcoming courses



Carpentry: Training on foundational coding and data science skills

Target audience: Students, researchers and programmers
Tags: Coding
Upcoming courses



Critical appraisal of articles

Target audience: PhD students, master students and other interested in the topic
Tags: Source evaluation
Upcoming courses



EndNote reference management tool

Target audience: International researchers, staff and students
Tags: Writing and citing
Upcoming courses



Finn oppsummert kunnskap som gir deg raske svar i klinisk praksis

Target audience: Students, healthcare professionals and staff
Tags: Literature searching
Upcoming courses (in Norwegian)



GPT UiO AI Tool

Target audience: Administrative staff, educators, and researchers
Tags: Artificial intelligence, Digital Tools
Upcoming courses



How to find research literature: Methods and search techniques

Target audience: PhD students, master students and staff
Tags: Literature searching
Upcoming courses



Time and place: Oct. 21, 2026 9:15 AM–12:00 PM, Room 209, Niels Henrik Abels hus

How to find research literature : Methods and search techniques

Don't miss out on relevant articles! In this course, you will learn tools and techniques for finding articles in a structured way.



Time and place: Nov. 17, 2026 1:00 PM–3:15 PM, Room 209, Niels Henrik Abels hus

Cite better, write better

This course teaches basic referencing techniques such as quoting a text, writing citations and reference lists, and using images.



Tid og sted: 12. nov. 2026 09:15–12:00, PC-stue R-211, Domus Medica tilbygg

Lær å lære med kunstig intelligens på Domus Medica

Hvordan kan du bruke kunstig intelligens smart for å lære mer? UB holder kurs i ansvarlig bruk av kunstig intelligens rettet mot alle studenter ved UiO. Forstå mer av GPT og prøv mulighetene.

University of Oslo Library

https://www.ub.uio.no/english/libraries/writing-centre/

← Our Libraries and Opening Hours

Academic Writing Centre

The Writing Centre is open for students and researchers who wish to improve their writing. Come and discuss your ideas, drafts and questions with one of our writing consultants.

Come for a consultation!

We offer physical consultations, and e-consultations for all our services. Consultations can be booked two weeks in advance.

Book an appointment →

We are located at the Georg Sverdrup's house at Blindern, Library of the Humanities and the Social Sciences, ground floor.

Opening hours

- Monday: 10–14
- Tuesday: 10–14
- Wednesday: 14–18
- Thursday: 13–18
- Friday: 11–16

Variations may occur.

Questions from you

- How to use AI efficiently and correctly
- Pros & cons with UiO AI
- Uploading papers to AI
- Topics outside study plan → contact studieinfo@ifi.uio.no
- Progress plan for master agreement
- Developing a research question
- Getting started with writing, what to focus on first
- Grading of thesis, what makes a great thesis?

Preview: Writing as process – When to focus on what?

Higher Order Concerns (HOCs):

- Idea development
- Structure
- Terminology and conceptual framing

Lower Order Concerns (LOCs):

- Grammar
- Spelling
- Language, diction and syntax
- Formatting and formal considerations

How will your thesis be graded?

Work Does the work display creativity and/or contribute to original thinking and innovation? Does the work give the impression of being particularly extensive? What can be said about the quality and significance of the new knowledge/results generated by the work?
Analysis and discussion Is the analysis, interpretation/synthesis and discussion technically grounded and supported and clearly linked to the problem/topic of the project? Does the discussion maintain a high academic standard? Is the candidate able to apply his/her knowledge and skills to new fields and place the results in a broader perspective?
Critical reflection Does the candidate demonstrate a reasonable understanding of the value of the results? Does the candidate approach sources of information in a critical manner? Does the candidate evaluate and discuss elements of uncertainty such as methodological errors, data errors, etc.? Does the candidate analyse relevant ethical questions related to technical, professional and research matters?
Own contribution/achievement of goals Does the candidate make a clear distinction between his/her own work and contributions from others? Does the written project reach a conclusion where the results are summarised satisfactorily including a discussion of the extent to which goals have been attained? Does the candidate make and justify a reasonable suggestion for further developments or discuss future potential?
Technical grounding Is the theoretical and technical foundation clearly described, enabling the work to be placed in the context of relevant international research?
Theoretical insight Does the work, in particular the introduction, document that the candidate has advanced knowledge of relevant general theory and methods, and particular in-depth insight into the specific field relevant to the project?
Goal description Are the project's goals and/or hypotheses presented in a clear and comprehensible manner?
Structure Does the work demonstrate an organised structure (normally IMRaD: Introduction, Methods, Results and Discussion)? Is the work generally clear?
Language Is the candidate able to present problems and results with the necessary technical/academic precision? Is the work easily comprehended and does the candidate demonstrate a good command of the language used?
Form Is a consistent style used for references, figures and tables? Is the quality of figures and tables acceptable? Does the candidate have a good command of relevant specialist terminology?
Level of skill Does the candidate master relevant methods and use these in the project in an applicable and integrated manner?

https://www.uio.no/for-ansatte/arbeidsstotte/sta/enheter/mn/eksamen/karaktersetting%20av%20masteroppgaver/engelsk-sensorveiledning.pdf

Grade specification

https://www.uio.no/english/studies/examinations/grades/grade-descriptions/mn-master.html

- A: Excellent
- B: Very good
- C: Good
- D: Quite good
- E: Sufficient
- F: Fail

A **Excellent**	▪ Outstanding work which demonstrates a clear talent for research and/or originality, seen in a national perspective. ▪ The candidate has very good insight into the scientific theory and methods of the field, and demonstrates expert knowledge at a very high level. The objectives of the work are clearly defined and easy to understand. ▪ The candidate is able to select and apply relevant professional methods convincingly, has all the technical skills required for the work, can plan and conduct very advanced experiments or computations without help, and works very independently. ▪ The work appears very extensive and/or innovative. The analysis and discussion is very well founded and justified scientifically, and is clearly linked to the problem addressed. The candidate demonstrates very good critical reflection and distinguishes clearly between own and others' contributions. ▪ The form, structure and language of the work maintains an extremely high level.
B **Very good**	▪ Very good work that is clearly and positively distinguishable. ▪ The candidate has very good professional knowledge and insight into the scientific theory and methods of the field. The objectives of the work are clearly defined and easy to understand. ▪ The candidate is able to select and apply relevant professional methods soundly, has virtually all the technical skills required for the work, can plan and conduct advanced experiments or computations without help, and works very independently. ▪ The work appears extensive and/or innovative. The analysis and discussion is very well founded and justified scientifically, and is clearly linked to the problem addressed. The candidate demonstrates very good critical reflection and distinguishes clearly between own and others' contributions. ▪ The form, structure and language of the work maintains a very high level.
C **Good**	▪ Good work. ▪ The candidate has good professional knowledge and insight into the scientific theory and methods of the field. The objectives of the work are usually clearly defined, but may contain some vague or imprecise formulations. ▪ The candidate uses relevant professional methods soundly, has most of the technical skills required for the work, can plan and conduct quite advanced experiments or computations without help, and works independently.

Feedback & master seminar wishes



https://nettskjema.no/a/668552

Let me know if you have questions or comments ☺

andri.spilker@ub.uio.no