

Learning Objectives

1. Knowledge, insight, and academic skills






By the end of this course, you should be able to:

- Search the literature systematically;
- Formulate a research question;
- Select representative scientific sources from several (for example, economic, ethical, environmental, medical, social, health) 'perspectives' relevant to the assignment;
- Draw conclusions related to the research problem and give recommendations towards new research opportunities;
- Write a literature review in academic English.







2. Transferable skills & interpersonal skills

By the end of this course, you should be able to:

- Demonstrate a scientific attitude;
- Manage your own learning process (including time management).

Content of written report (60%)	Criteria \ Levels	Excellent (10-9)	Good (8)	Satisfactory (7-6)	Poor (5)	Insufficient (4-1)	Comments and feedback
	Title and Abstract	The title indicates the subject and the scope of the study accurately. The abstract is a brief and accurate overview of findings and contains a clear conclusion.		The title indicates the subject of the study sufficiently. The abstract is a brief and accurate overview of findings.		The title does not cover the subject of the study sufficiently. The abstract does not provide a brief and accurate overview of findings and the description lacks coherence.	
	Introduction/background information	The introduction offers a strong, clear, and thorough, yet concise, overview of the research problem leading to a specific, clear, and answerable research question. It describes the scientific and social relevance, and adds a substantial new perspective or insight to the field. The relevance is described from several perspectives (for example, economic, ethical, environmental, social, medical, health perspectives) and technological developments.		The introduction offers a concise and correct overview of the research problem leading to a specific, clear, and answerable research question. It describes the scientific and social relevance. The relevance is described from several perspectives (for example, economic, ethical, environmental, social, health, perspectives) and technological developments, but misses some essential perspectives/developments.		The introduction offers a limited selection of relevant literature and the research problem misses focus. The research question is unclear/ unanswerable/ missing.	
	Literature retrieval	The report includes all relevant parts of the research field, has excellent focus, and is up to date. The review is based on a thorough, well-documented search strategy in scientific papers, book chapters, theses, or patents.		The report covers relevant parts of the research field. The review is based on a documented search strategy in scientific papers, book chapters, theses, or patents.		The report covers some relevant parts but also lacks main themes. The review is not based on a documented search.	
	Body/literature synthesis	The body/literature synthesis is a critical and in-depth ¹ evaluation of the literature. The interpretation of literature is convincing.		The body/ literature synthesis is a sufficiently critical evaluation of the literature.		The display of the literature is incomplete. A critical synthesis of information is lacking, and mistakes are present.	
	Discussion/conclusions & recommendations	The discussion is a critical and in-depth reflection on the findings and corresponds with the research question. The results are discussed in the light of the research problem. New insights, new models, and hypotheses are discussed in depth.		The discussion reflects the findings and corresponds with the research question. The results are discussed in the light of the research problem. New insights, new models, and hypotheses are discussed.		In the discussion, connections with findings from the literature synthesis are hardly made and a link to the research question is not established. Recommendations are absent or trivial.	

¹ The body/ literature synthesis shows integration of a variety of sources (for example, diversity in research methods, domain knowledge, time period).

		Recommendations are to-the-point and well-linked to the findings.		Recommendations are well-linked to the findings.			
	Research plan ²	When required, the formulated research plan follows logically and consistently from the given conclusions and recommendations.		When required, the formulated research plan follows from the given conclusions and recommendations.		When required, the formulated research plan does not follow logically from the given conclusions and recommendations.	
Structure and Style (20%)	Structure and line of reasoning	The line of reasoning is easy to follow and supported by the structure and follows the generic literature review structure.		The line of reasoning is mostly clear. The structure supports the legibility of the text and follows the generic literature review structure.		The line of reasoning is unclear and the paper is badly structured.	
	Citations and reference list			The citations in the text are in the right place and are used consistently and correctly throughout the review. Citations in the text and reference list are properly formatted in an academic format (for example, APA style/ IEEE/ Vancouver).		The citations in the text are absent or inconsistent or incorrectly cited. An academic format for citations and the reference list has not been used.	
	Use of academic language	The report is written in American English or British English. The use of language is scientific, nuanced, logical, and clear. Hardly any/ small language errors, spelling mistakes/grammatical errors are made.		The report is written in American English or British English. The text is readable and understandable. No major language errors, spelling mistakes/grammatical errors are made.		The text or parts are not readable or understandable. Several language errors, spelling mistakes/grammatical errors are made.	
Interpersonal and transferable skills (20%)	Scientific attitude	The student actively raises critical questions and suggestions and integrates suggestions, ideas and solutions of the supervisor.		The student critically reflects on questions and integrates suggestions, ideas and solutions of the supervisor.		The student is not able to be critical and reflective and relies on supervisor's instructions only.	
	Time management			The final version of the report is submitted within the planned period.		The final version of the report is overdue.	
	Name supervisor Tamas Keviczky		Signature supervisor		Final grade 9		

² This criterion applies only if a research plan is required.