

Dear Participants,

In addition to the QBER guidelines (<https://www.qber.uni-kiel.de/de/lehre/guidelines-for-writing-a-thesis-or-seminar-paper-at-qber>), please note the following remarks regarding your seminar paper/talk:

(You may find that some of the following remarks do not apply to your specific topic. In this case, don't worry, and trust your common sense.)

The goal of the seminar paper is not just to rephrase a set of research papers about your topic.

Rather, you should present your topic in your seminar paper and presentation in such a way that a master student with comparable academic background (as the one of the seminar paper's author) can understand and benefit from reading the paper and attending your presentation.

Think about and make yourself clear what your fellow students can/should "take away" from your presentation.

1. Make crystal-clear what the motivation, i.e. the problem to be tackled, is for the topic you are presenting.
2. If a specific term, problem, concept, idea, technique, theorem, or equation cannot be expected to be well familiar to the average student of QF (or a similar programme), its logic, significance, and intuition (if possible) needs to be explained. (This is different from the typical research article published in an academic journal, where readers can be expected to be experts in the field.)
3. Regarding technical derivations, it is in general a good idea to keep them at a reasonable level in the main text.

In the main text, if possible, emphasize intuition, interpretation, and economic content and consequences of results. However, usually it is not possible to completely disentangle these aspects of the results from the way they have been obtained (i.e. derived). Thus, derivations can be included in the main text or seminar presentation if they are short and insightful; otherwise a sketch of the main idea behind a derivation is often very helpful.

The typical QF student is a person who wants to fully understand and see through at least the central results.

Thus, detailed step-by-step derivations (with comments and explanations if appropriate) of central results can be provided in an appendix, provided these do not require methods far above the level of knowledge you would expect from a typical QF (or similar) student.

4. Depending on the topic, presenting (illustrative) empirical applications with your own data, (small-scale) simulations, or illuminating numerical examples can also be helpful and is generally appreciated. (In any case, make sure to be explicit in your paper/presentation about whether an empirical application or simulation was carried out by yourself or taken from a published paper.)
5. Ask yourself and discuss what are the pros and cons/shortcomings of the methods you present. Do you know (or can you think of) any potential remedies for mitigating these shortcomings?

Read your paper (and listen to your talk) from the perspective of a seminar participant. Ask yourself (and, if possible, other readers and listeners willing to serve as "test persons") whether the content of your paper/seminar talk is comprehensible to the typical QF student.

Will your fellow students benefit/learn from your talk? In particular, if this is the case, then this also indicates that you have thoroughly understood and given your own thought to the topic. (It is your responsibility to convince the reader of your paper and the audience in the seminar that you have done so.)

Make the topic "your own", so that you can present it with confidence and competence to the reader of your paper and the audience of your seminar presentation.

PS: Be consistent with the notation. E.g. if returns are denoted by R in Section 2, don't let them be denoted by X in Section 3.

PPS: Only cite articles and books which you have actually used/consulted for writing your own paper.

PPPS: Don't use terminology, or write down a single sentence or equation you would not be able to explain in your own words during your seminar presentation.

PPPPS: Please read the QBER seminar guidelines carefully:

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