



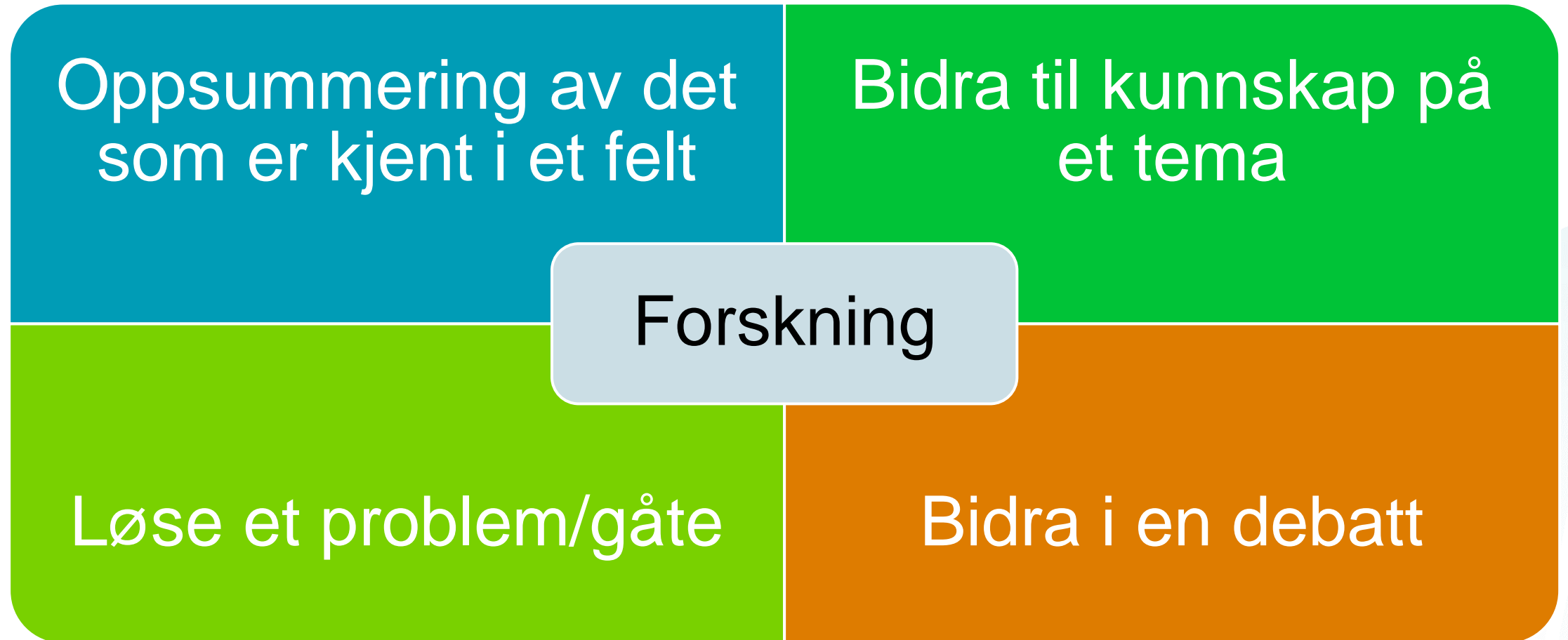
UiT Norges arktiske universitet

## SOK-3073 H22

*Forelesning 2 - Masteroppgaven A-F*

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# Forskning



# Hva er forskning?



# Seks trinn

1. Utvikle en presis problemstilling
  2. Få oversikt over relevant litteratur
  3. Lag et teoretisk rammeverk som leder til dine hypoteser
  4. Test dine hypoteser
  5. Analyser og tolk dine resultater
  6. Formidle dine funn
- 

# Problemstilling

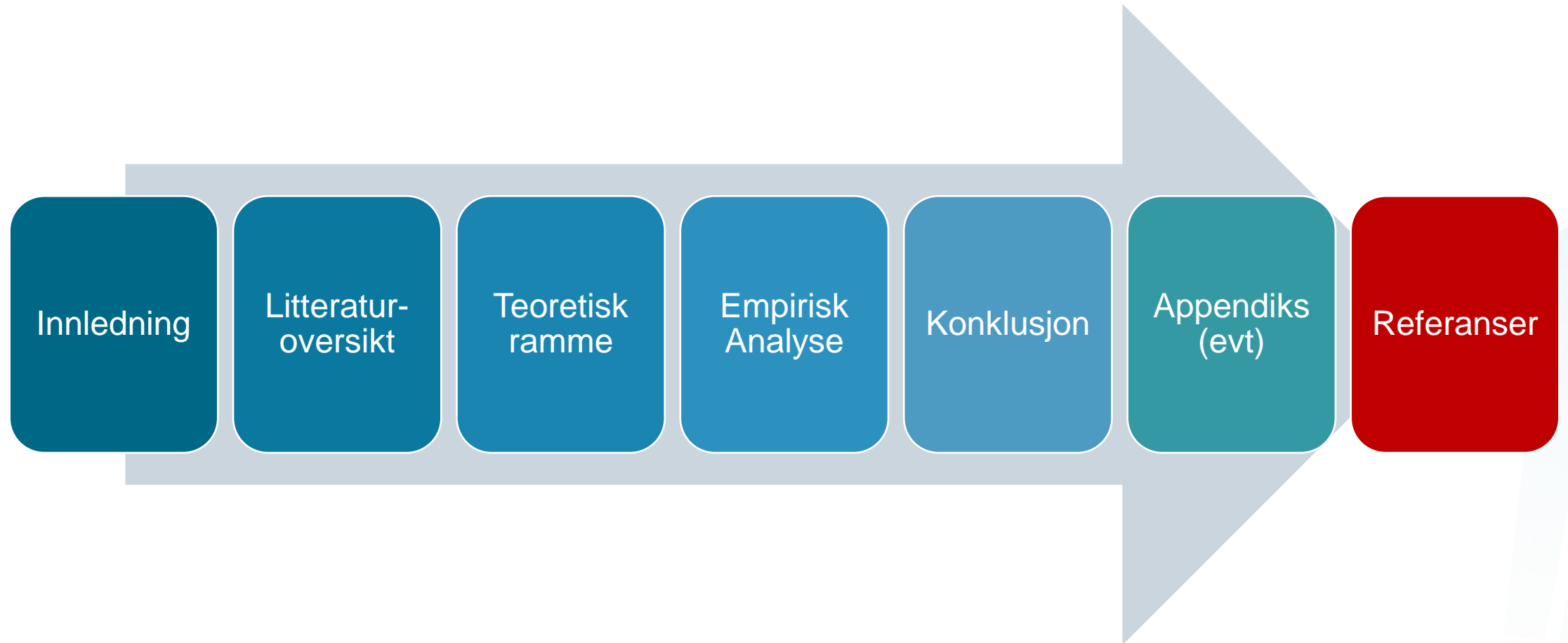
## Tre sentrale spørsmål



# Typer masteroppgaver i samfunnsøkonomi

- Utvikling av en ny teori
- Evaluering av en eksisterende teori ved hjelp av data
- Evaluering av eksisterende litteratur på et område
- Evaluering av en nåværende eller fremtidig politikk
- Bruk teori for å forklare historiske hendelser
- Evaluering av historisk økonomisk politikk og dens effekt
- Prediker fremtidige hendelser basert på historisk analyse

# Din oppgave inneholder



# Oppgavens lengde

Oppgaver innen samfunnsøkonomi skal være på:

- ca. 35-40 sider kjernetekst når en kandidat skriver alene,
- ca. 50-60 sider kjernetekst når to kandidater skriver oppgave sammen

Du kan diskutere lengden på oppgaven med veileder.

Kjerneteksten omfatter ikke forside, forord, innholdsfortegnelse, referanseliste og vedlegg. Begrensningen av sideantall er satt for å unngå altfor omfattende beskrivende avsnitt og for å premiere gjennomarbeidede og reflekterte tekster der dine analyser og tolkninger kommer til uttrykk.



# Din oppgave inneholder

## 1. Innledning

- Avgrense temaområdet
- Hva er gjort fra før?
- Hull i litteraturen?
- Spesifiser din problemstilling/dine forskningsspørsmål
- Hvordan vil du angripe spørsmålene (metode)
- Videre struktur i oppgaven

WHY?  
WHAT?  
HOW?

# Din oppgave inneholder

## **2. Litteraturoversikt**

- Hva sier tidligere forskning om temaet?
  - Hvert avsnitt beskriver én studie
  - eller
  - Hver avsnitt beskriver et tema
- Identifiser evt. hull i litteraturen
- Utvikle dine egne hypoteser


# Din oppgave inneholder

## **3. Teoretisk ramme**

- Beskriv det teoretiske rammeverket som underbygger den empiriske analysen.
- Beskriv hovedbidragene i litteraturen, og prøv å utvikle din egen modell.
- Nødvendig bakgrunn for å forstå din oppgave?

# Din oppgave inneholder

## **4. Empirisk analyse**

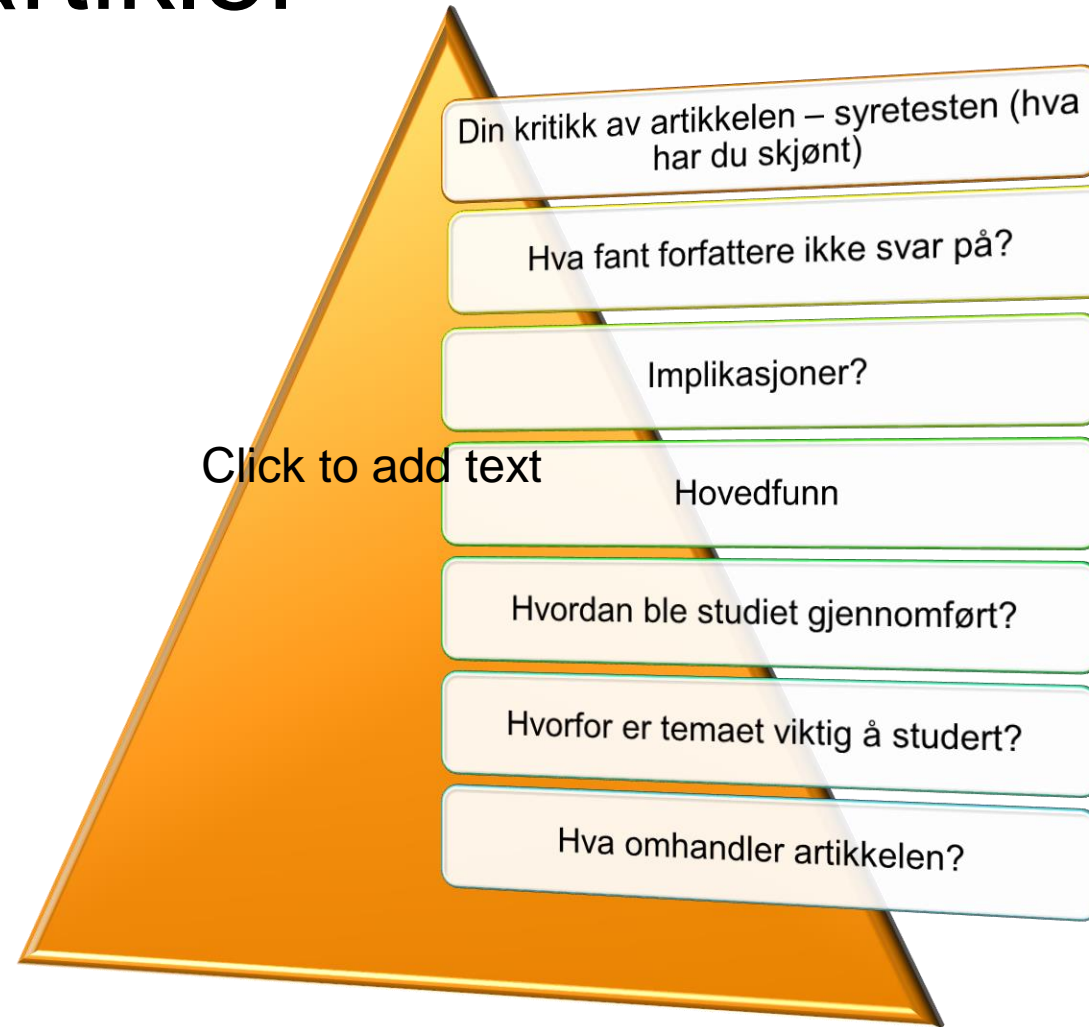
- Deskriptiv statistikk
  - Regresjonsanalyse
  - Før og etter
  - Casestudier
  - Forecasting
- 

# Din oppgave inneholder

## 5. Konklusjon

- Gjenta forskningsspørsmålet og hypotesen
- Oppsummer dine resultater
- Har du fått dine hypoteser bekreftet?
- Svakheter med det du har gjort
- Muligheter for videre arbeid
- (ikke flere nye ideer, referanser, tabeller, fotnoter osv.)

# Om å lese artikler



# Kilder

- Primær
  - Vitenskapelige artikler, bokkapitler, arbeidsnotater osv.
  - Ment å bli lest av vitenskapelige fagfeller
- Sekundær
  - Populærvitenskapelig
  - Ment å bli lest av «alle»
  - God idékilde (men ikke overdriv bruken av sekundære kilder)

# Sekundære kilder i samfunnsøkonomi

- Wikipedia: <http://www.wikipedia.com>
- Google: <http://scholar.google.com>
- Aviser: for eks, DN, BBC, NYTimes, Wall Street Journal
- LexisNexis: <http://www.lib.uconn.edu/> => “Most Used Databases” => “LexisNexis News”
- Ressurser for økonomer: <http://www.rfe.org/>
- (Se ellers liste over nyttige ressurser på kursets hjemmeside)



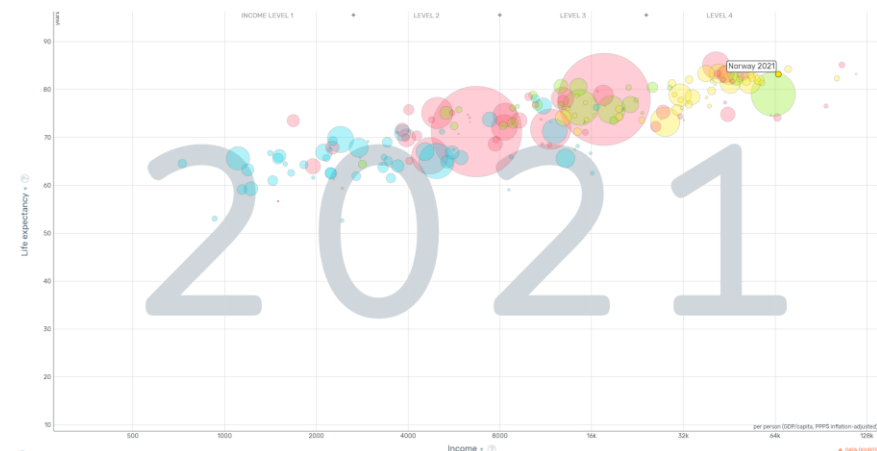
# Primære kilder

- Søk i en søkemotor (Keenious, Google Scholar, Web of Science osv.)
- Arbeidsnotater
  - Research Papers in Economics (RePEc):  
<http://ideas.repec.org>
  - Social Science Research Network (SSRN):  
<http://papers.ssrn.com>
  - National Bureau of Economic Research (NBER):  
<http://www.nber.org/papers/>

# Data

- US population:
  - Census <http://www.census.gov>
  - Statistical Abstract of the US
- US government(s):
  - FedStats <https://www.usa.gov/statistics>
- European Union:
  - EuroStat <https://ec.europa.eu/eurostat/>
- Organization for Economic Cooperation and Development (OECD):
  - <https://stats.oecd.org/>
- The World Bank:
  - <http://www.worldbank.org/data>
  - World Development Indicators (WDI)
  - Global Development Finance (GDF)

- The International Monetary Fund (IMF):
  - <http://www.imf.org> => “Data and Statistics”
  - GDP growth, inflation, unemployment, debt
  - International Financial Statistics (IFS): exchange rates, trade, government accounts, national accounts
- United Nations Development Program (UNDP):
  - <http://www.undp.org> => “Human Development Data”
  - Human Development Index (HDI)
  - Human Poverty Index (HPI)
- Gapminder



- National Longitudinal Surveys (NLS):
  - <http://www.bls.gov/nls/home.htm>
  - Data på arbeidsmarkedet (USA)
- Panel Study of Income Dynamics (PSID):
  - <http://www.isr.umich.edu/src/psid>
  - Data på husholdningsinntekt, sysselsetting, fattigdom osv
  - Paneldata fra USA fra 1968.
- SSB ([www.ssb.no](http://www.ssb.no))
- Se ellers lista over nyttige ressurser

# Hvordan skrive.....

- Steven A. Greenlaw Doing Economics: A Guide to Understanding and Carrying Out Economic Research. Houghton Mifflin Company. New York. 2006.
- Deirdre N. McCloskey Economical Writing. Waveland Press, Inc. Prospect Heights. 2000.
- Robert H. Neugeboren The Student's Guide to Writing Economics. Routledge. New York. 2005.
- Goma, O. (2001). Creative Writing in Economics. College Teaching, 49(4), 149-152. Retrieved from <http://www.jstor.org/stable/27559062>
- Dudenhefer, P. (n.d.). Types of Writing in Economics. Duke Writing Studio. Retrieved from <https://twp.duke.edu/sites/twp.duke.edu/files/file-attachments/econ.original.pdf>
- Dudenhefer, P. (2014). A Guide to Writing in Economics. Duke University, the Department of Economics, 69. Retrieved from <https://static1.squarespace.com/static/58991b1546c3c4da5df402e4/t/589c5b0f37c58162f7acb007/1486641936481/A+Guide+to+Writing+in+Economics.pdf>

# Litteraturoversikten

- **Hva er en litteraturoversikt?**
  - Oversikt over forskning på et tema, og svar på forskningsspørsmål
  - Formål
    - Organisering av litteraturen
    - Evaluering av litteraturen (<= higher-order critical thinking)
    - Identifiserer mønster og trender i litteraturen
    - Synthese av den eksisterende litteraturen (<= higher-order critical thinking)

# Litteraturoversikten

- **En litteraturoversikt er videre:**
  - En oversikt over hva vi vet og ikke vet om et tema
  - Ikke nødvendigvis uttømmende (men inneholder arbeid av nyere art, samt hovedreferansene på feltet)
  - Motivasjonen for din problemstilling
  - En anledning til å overbevise om at din problemstilling er interessant

# Litteraturoversikten

- **Litteraturoversikten er IKKE:**
  - En uttømmende liste av alt som er skrevet på et tema som du føler absolutt må omtales
    - Det vil i så fall ikke støtte godt opp om din problemstilling
    - Det vil ikke trekke sammen viktige tråd i litteraturen
    - Det vil ikke vise dine evner til kritisk tenkning



# Nøkkelspørsmål til kilder som vurderes brukt

- What is the source's topic, research questions, methodology, and central results? (Summary)
- How is this source related to my topic, thesis, and research questions? Does it support or contradict my thesis? (Synthesis and Organization)
- What are the strengths and weaknesses of the research in the source? Are there biases or flaws? How important or influential is this source? (Evaluation)
- How is the source related to other research on the same topic? Does it employ a different methodology? Does it pertain to a different population, region, time span? Does it work with a different data set? (Synthesis and Organization)
- What are the points of agreement or disagreement between the source and other research on the same topic? (Synthesis)

# Måter å organisere litteraturoversikten

- Potential organizing principles:
  - Methodology: Theoretical perspective, empirical framework
  - Studies that agree with one another
  - Studies that disagree with one another
  - Extent of support for your thesis
  - Regional focus
  - Data range, sample
  - Chronological
- **Tip:** *Organize studies according to “common denominators”*

# Sammenhenger

- Musts for your writing:
  - **Linkage I:** Continually link your discussion of the literature back to your thesis and research questions
  - **Linkage II:** Link studies to one another; stress relatedness of research on your topic
  - **Prioritize/Classics:** Identify “classic” studies and discuss them accordingly (i.e., with more detail, and with an eye for their influence)
  - **Evaluate/Gaps:** Identify shortcomings of particular studies and/or the body of research as a whole; be critical!
  - **Frontier:** Identify areas for further research; where can research on your topic go from here?

# Sjekkliste

- Writing checklist:
  - Did I include a clear statement of my topic's importance, the research questions I am seeking to answer, and my thesis?
  - Did I include a clear statement of the scope of my literature review and what criteria I used for including studies in it?
  - Did I identify the “classic” works on my topic and give them priority in my discussion of the literature?
  - Did I summarize the studies and link them to one another as well as back to my thesis and research questions?
  - Did I critically evaluate the literature, identifying its limitations and areas where further research is needed?

# Teoretisk ramme

- Beskriv det teoretiske rammeverket som underbygger den empiriske analysen.
- Beskriv hovedbidragene i litteraturen, og prøv å utvikle din egen modell.
  - Tilpasning av en eksisterende modell er en vanlig strategi.

# Eksempler

- Arbeidsinnvandring og lave lønninger - Kan sosial dumping forklare sammenhengen? Fløtre, Ingvild Alseth (UiO, 2021)
- Distributional Effects of Changes in Wealth Taxation, Bye, Benjamin Trulssen (UiO, 2021)
- A theoretical look at perpetual licensing versus subscription, Ødegård, Ruben Daniel Nilsen (UiO, 2021)
- 20 år med fleksibel inflasjonsstyring : hvordan har fleksibel inflasjonsstyring påvirket inflasjon, konjunkturer og finansiell stabilitet? Hanken, Syver; Syse, Peter (NHH, 2020)

# Empirisk analyse

- Beskrivelse av data og –kilder
- Beskrivelse av estimeringsmetoder
- Eksempler
  - Where and What to Study?- An empirical analysis of how personal characteristics affect choice of higher education in Norway, Bergene, Clara Christine (UiO, 2021)
  - Utviklingen i lederlønninger i Norge, 1997-2020, Sandberg, Jørgen Tveit (UiO, 2021)

# Presentasjon av resultater

- Keep these two slogans in mind while writing:
  - I need to write about my results
  - The interpretation of my results is as important as my results

Emre Sari, PhD Stipendiat på Handelshøgskolen, UiT



# Alt må forklares!

- Presentasjon av resultater kan skje gjennom
  - Matematisk eller statistisk analyse
    - Likninger
    - Tabeller
    - Grafer/figurer
    - Estimer
- Vær bevisst på at du forklarer nøye!

# Konklusjon – «So what?»

- Opp-ned versjon av innledningen
  - Hva har du funnet?
  - Oppsummering av problemstilling og funn
  - Implikasjoner som følger fra ditt arbeid
  - Hvordan kan arbeidet utvides eller forbedres?
- So what?
  - Hvorfor er dette viktig?

# Vurdering (UHR 2004, 2011)

symbol	betegnelse	generell, ikke fagspesifikk beskrivelse av vurderingskriterier
A	fremragende	Fremragende prestasjon som klart utmerker seg. Kandidaten viser svært god vurderingsevne og stor grad av selvstendighet.
B	meget god	Meget god prestasjon. Kandidaten viser meget god vurderingsevne og selvstendighet.
C	god	Jevnt god prestasjon som er tilfredsstillende på de fleste områder. Kandidaten viser god vurderingsevne og selvstendighet på de viktigste områdene.
D	nokså god	En akseptabel prestasjon med noen vesentlige mangler. Kandidaten viser en viss grad av vurderingsevne og selvstendighet.
E	tilstrekkelig	Prestasjonen tilfredsstiller minimumskravene, men heller ikke mer. Kandidaten viser liten vurderingsevne og selvstendighet.
F	ikke bestått	Prestasjon som ikke tilfredsstiller de faglige minimumskravene. Kandidaten viser både manglende vurderingsevne og selvstendighet.

[Se kriterier for Master i øk/adm](#)

# Vurderingskriterier (NHH, 2015)

ASSESSMENT FORM FOR GRADES – circle one description for each criteria

GRADE DESCRIPTION	F	E	D	C	B	A
GOALS	The goals of the thesis are not clearly described, or are not described at all	The goals of the thesis are described, but appear unclear	The goals of the thesis are not defined clearly	The goals of the thesis are generally defined well	The goals of the thesis are clearly defined and easy to understand	The goals of the thesis are clearly defined and easy to understand
INSIGHT INTO THEORIES AND METHODS	Has insufficient insight into the academic theories and methods of the field	Has sufficient insight into the academic theories and methods of the field	Displays satisfactory insight into the academic theories and methods of the field, and shows that they have a satisfactory level of knowledge	Displays good insight into the academic theories and methods of the field and knowledge at a high level	Displays very good insights into the academic theories and methods of the field and knowledge at a very high level	Displays excellent insight into the academic theories and methods in the field and knowledge at an exceptionally high level.
CHOICE AND USE OF METHODS	Lacks competency in the methods of the field, and lacks technical skills in the methods that were <u>utilised</u>	Has chosen relevant and correct methods for research and academic development, and masters the methods used in a manner that satisfies the minimum requirements	Has chosen relevant and correct methods for research and academic development and masters the methods used to a satisfactory degree	Has chosen relevant and correct methods for research and academic development and masters the methods used well	Can chose between and use relevant methods of research and academic development, and masters the methods used in a very good manner	Can choose between and use relevant methods of research and academic development, and masters the methods used in a convincing manner

GRADE DESCRIPTION	F	E	D	C	B	A
<b>THE WORK</b>	Required modest work and is fragmented	Appears to have required a very modest amount of work and seems fragmented	Appears to have required a modest amount of work	Represents a normal scope of work	The thesis is innovative and has required extensive work	The thesis is innovative and has required very extensive work
<b>ANALYTICAL ABILITIES AND USE OF INFORMATION</b>	Does not use existing sources of information, and has not understood or wanted to use advice and guidance	Shows some independent ability to analyse different sources of information, but depends on relatively close supervision in order to formulate academic arguments	Has some ability to analyse different sources of information independently, but depends on relatively close supervision in order to structure and articulate academic arguments	Has a good ability to analyse different sources of information and can use these in an independent and competent manner to structure and articulate academic arguments	Has a very good ability to analyse and critically relate to different sources of information and to use these to structure and articulate academic arguments	Has an excellent ability to analyse and critically relate to different sources of information and to use these to structure and articulate academic arguments
<b>RESEARCH ABILITIES</b>	Does not show sufficient capacity for critical reflection, and has not utilised the competency of the research community in a good way	Is clearly dependent on supervision in order to complete a delimited research or development project. The work is in line with applicable norms of research ethics	Has conducted an independent, delimited research or development project under supervision, but the thesis has clear potential for improvement. The work is in line with applicable norms of research ethics	Has conducted an independent, delimited research or development project under supervision and in line with applicable norms of research ethics	Has in a very good manner conducted an independent, delimited research or development project under supervision and in line with applicable norms of research ethics	Has in an outstanding manner conducted an independent, delimited research or development project under supervision and in line with applicable norms of research ethics

GRADE DESCRIPTION	F	E	D	C	B	A
<b>CRITICAL REFLECTION</b>	Does not show sufficient capacity for critical reflection	Shows sufficient capacity for critical reflection	Displays capacity for critical reflection,	Displays capacity for critical reflection	Displays very good capacity for critical reflection	Displays excellent capacity for critical reflection
<b>FORM, LANGUAGE, STRUCTURE</b>	The presentation shows significant deficiencies in its form, structure and language	Can generally use the expressive forms of the field, but the form, structure and language of the thesis have notable deficiencies	Has difficulty in distinguishing well between their own contribution and the contributions made by others. Masters the forms of expression in the field to a satisfactory degree. The thesis has a satisfactory form, structure and language.	Can distinguish well between their own contribution and the contributions made by others. Masters the forms of expression in the field well. The thesis has good form, structure and language	Can clearly distinguish between their own contribution and the contributions made by others. Has very good mastery of the expressive forms of the field. The thesis has an advanced form, structure and language.	Can clearly distinguish between own contribution and the contributions made by others. Has excellent mastery of the expressive forms of the field. The thesis has an advanced form, structure and language.
<b>TOTAL IMPRESSION</b>	A performance that does not satisfy minimum requirements	A performance that is sufficient in that it satisfies the minimum requirements	A clearly satisfactory performance	A generally good performance	A very good performance that clearly stands out	An excellent performance that clearly stands out at a national level