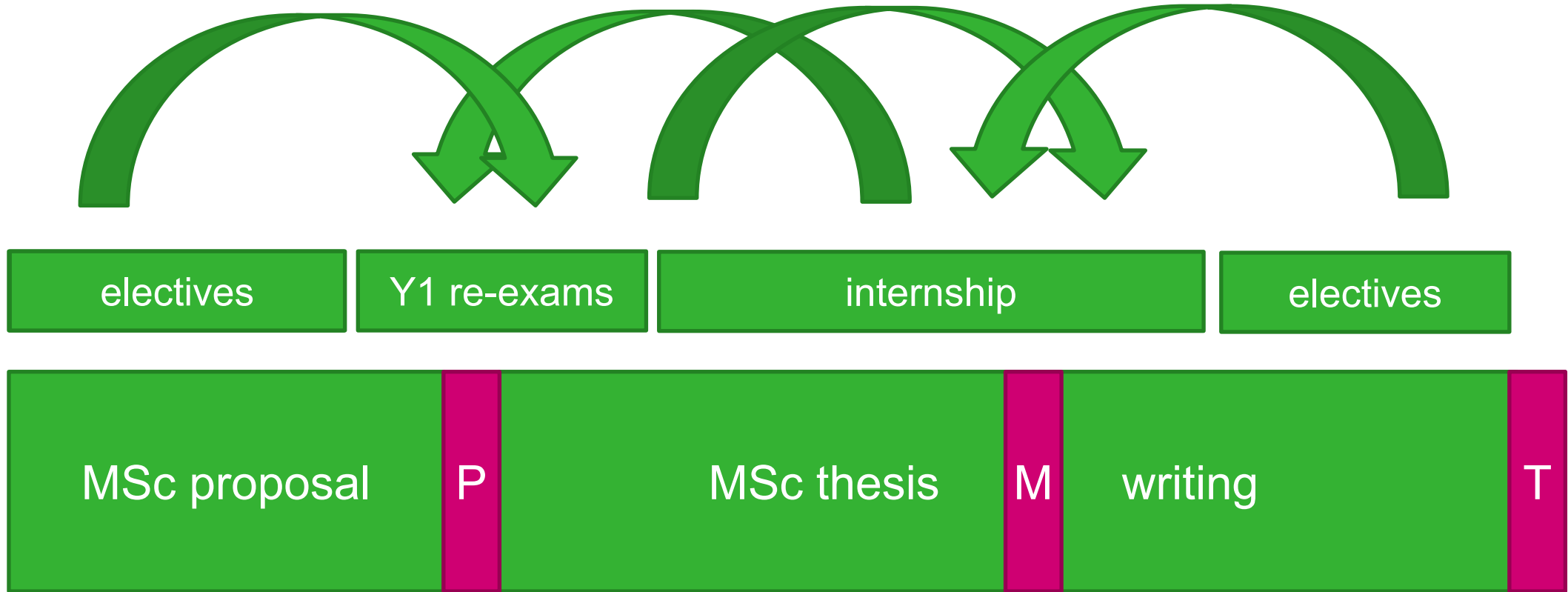


# RESEARCH SKILLS IN THE MSc RESEARCH PHASE



Photograph: NASA/REID WISEMAN/EPA

# 2<sup>nd</sup>-year programme: what's the plan?



# RESEARCH SKILLS FOR THE 2<sup>ND</sup> YEAR

- Lecture on MSc research planning and attitude
- Lecture on proposal writing
- Lecture on research methodology
- Workshop on research ethics (Geo-ethics)
- Optional research theme sessions (e.g. peer review)
- Question hour with study adviser
- *Future: AI skills training, offer practical experience and raise awareness of limitations for responsible use*
- *Future: communication skills*

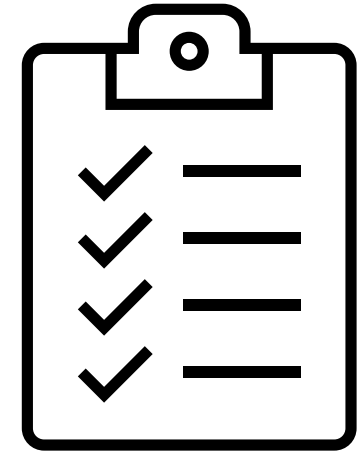
# MSc RESEARCH PLANNING AND PROFESSIONALISM

- **Plan** ahead, in line with your coursework and re-exams
- Set realistic deadlines and try to keep them
  - Proposal, Mid-term & Thesis defence
  - Supervision meeting deliverables
  - Break it down into small steps

## You are in the lead

You independently design the MSc research, collect the data (if applicable), perform the analysis or build a system or model, write the thesis, and defend it. You do not work under the supervisor's direction, but rather work independently, with guidance from the supervisor.

- **Be open and transparent towards your supervisors about your plans, thoughts, concerns and problems.**



# MSc RESEARCH: BE A PROFESSIONAL

- **Mutual expectation management** between staff and student
  - Ensure clear agreements
  - Express your preferences
  - Understand the preferences of your supervisors
  - Know when your supervisors are available
  - Explain what motivates you in this topic
- **Be clear about your goals:** when to finish, stay in NL after graduation, etc.
- **Know your rights and obligations**
- **Observe deadlines**
  
- **Be a professional: treat study as a job**  
come to the office, work office hours, be responsible for your work, ...

Mark	Category	Process
	<b>Fail</b> There are serious shortcomings	<ul style="list-style-type: none"> <li>- Lacked initiative</li> <li>- Did not respond to suggestions from supervisors.</li> <li>- Did not meet deadlines nor agreements.</li> <li>- Did not inform supervisors about problems in a timely or complete manner.</li> </ul>
<b>6</b>	<b>Sufficient</b>	<ul style="list-style-type: none"> <li>- Asked for advice, also without first exploring solutions.</li> <li>- There was sufficient follow up on advice from supervisors.</li> <li>- Was sufficiently able to meet deadlines or agreements</li> </ul>
<b>7</b>	<b>More than sufficient</b>	<p>+</p> <ul style="list-style-type: none"> <li>- Took <b>initiative</b>.</li> <li>- Met most <b>deadlines</b> and followed up <b>agreements</b>.</li> </ul>
<b>8</b>	<b>Good</b>	<p>+</p> <ul style="list-style-type: none"> <li>- Took initiative.</li> <li>- Knew when to ask for help.</li> <li>- The student met all deadlines and followed up agreements.</li> </ul>
<b>9 – 10</b>	<b>Very Good or Excellent</b>	<ul style="list-style-type: none"> <li>- The student solved most problems independently, before asking advice.</li> <li>- Knew when to ask for help.</li> <li>- The student set most deadlines and agreements and followed these.</li> </ul>

# 2<sup>nd</sup>-year programme: assessment and deadlines

