

## **MVK250 SP25 – EMNERAPPORT**

**EMNEKODE: MVK250 Bacheloroppgåve**

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### **FAGLÆRERENES VURDERING AV GJENNOMFØRING**

#### **Praktisk gjennomføring**

MVK250 is not a course, per se; it refers, rather, to supervision of the Bacheloroppgåve, which is carried out between the individual student and their assigned supervisor.

#### **Studentenes profil, karakterfordeling, strykprosent og frafall**

Submitting the Bacheloroppgåve and receiving a passing grade is required for graduation from the BA program in musicology. The Bacheloroppgåve is open only to students enrolled in the program. The oppgåve itself may be written in either Norwegian (nynorsk or bokmål) or another Scandinavian language, or English. For the SP25 semester there are seven (7) students registered for the course.

The theses are assessed by two faculty members, one internal/one external. The former is the student's advisor, the latter is a PhD-holding faculty member with expertise in musicology, and currently employed at a Norwegian university other than UiB.

In past semesters, students were required to pass both written and oral examinations, both assessed by one internal/one external faculty member. The oral examination was eliminated in 2024 owing to both logistical obstacles, as well as what all faculty members viewed as a lack of justification for the expending of increasingly limited financial resources within the faculty. The latter included both payment for services and travel (and when necessary, lodging) expenses. Moreover, with UiB's stated commitment to combatting climate change and supporting sustainability, the justification for air travel related to the defense of several BA theses per year was likewise unanimously deemed untenable.

In summary, understanding that the program is one of the few within the faculty of the humanities that has only a Bachelor course of study, that an MA program does not appear to be forthcoming in the foreseeable future, and that other programs in the Humanities Faculty that likewise consist only of BA-level study often require only a written thesis, it was unanimously agreed that the oral exam was neither practical nor justified.

#### **Studieinformasjon og dokumentasjon**

Detailed information regarding the requirements for the thesis are posted on [mitt.uib](http://mitt.uib) and are discussed between the individual students and their advisors.

#### **Tilgang til relevant litteratur**

Students are required to compile appropriate bibliographies for their individual oppgåve, in consultation with the supervisor.

### **FAGLÆRERS VURDERING AV RAMMEVILKÅRENE**

**Lokaler/undervisningsutstyr:** Students meet with advisors in any appropriate location within or near the UiB campus, most often the advisor's office or a study room within the library. Most advisors also make themselves available via Teams or Zoom in order to be as flexible as possible in terms of scheduling meetings.

#### **Additional Information**

- In previous semesters, all students who were currently registered for MVK250 were required to meet as a group twice during the semester. Each meeting was devoted to individual presentations by the students, focusing on their specific projects. In 2024, MVK250 was modified, and these meetings/presentations were eliminated, due in large part to what was understood to be a lack of pedagogical worth and helpfulness in relation to the students' research and writing processes. Faculty members consistently remarked upon the generally low quality of the presentations, as well as the lack of engaged discussion (among the students) at the meetings. Stress upon the advisor/student interaction and the former's facilitation of the process was thus placed in the foreground of the "learning" goals for the "course."
- Further to the above-noted changes, students are now responsible for creating – in consultation with their advisor – a schedule/plan/timeline for carrying out the main tasks of research and writing. These plans may, of course, be amended early in the process, but it has been found that identifying if, when, and where students are lagging behind their goals can facilitate enlisting strategies to keep writing and research on track (thus avoiding last-minute work that ultimately results in poorer performance).
- Additionally, students are required to submit two précis, each devoted to one of what will be a key theoretical/critical source to be used in the writing of the thesis. These précis are considered to be foundational to and facilitative of the

writing process, insofar as they a) exhibit to the advisor the student's strengths/weaknesses in relation to identifying, understanding, and persuasively articulating/summarizing complex, academic texts and arguments/theories relevant to the student's individual thesis topic, and b) underscore the necessity of and facilitate the student's ability to identify key works early in the process, thus contributing to the creation of a firm grounding of the project (with significant positive intellectual and psychological/emotional implications and results).

- The pedagogical choices are in line with and facilitate the course's learning outcome description, teaching, learning and assessment methods and reflection on the student's learning and implementation as a result of these choices.
- Student's workload corresponds appropriately to credit calculation and is in line with the thesis-writing requirements of other programs within the Grieg Academy, KMD, and the Humanities Faculty.

#### FAGLÆRERS KOMMENTAR TIL STUDENTEVALUERING

##### **Metode – gjennomføring** - spørreskjema.

There is no "course" assessment for MVK250; rather, each advisor regularly meets with their advisees, discussing not only the project itself, but the process of the project. The knowledge gleaned from these advisor/student interactions are then discussed among the advisors as a group – always keeping in mind issues of confidentiality, when necessary – in order to continually assess whether modifications in the thesis writing process and requirements are necessary. Advisors have largely found that students are forthcoming with their assessments, and this qualitative data has been deemed – in this particular instance (i.e., thesis writing) – to be far more helpful than what can be seen as more quantitative/statistical (arguably superficial) data gleaned from multiple-choice-based questionnaires.