

# How are learning outcomes of different Bachelor-thesis described, and what is our ideal for a Bachelor-thesis?

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# The purpose of this workshop

To facilitate reflexion and discussions of

- the aims our different educations have for the Bachelor-theses
- how they describe the learning-outcome
- what would be the ideal of the Bachelor-thesis.



# Agenda

## ▶ Introduction

- Dilemmas regarding to BA- theses
- Learning outcome of different Bachelor-theses
- Tuning competences
- Relation between education and research

## ▶ Group work – 2 rounds

- A: Bachelor thesis, as a learning process for the students
- B: Bachelor thesis, as a part of the occupational therapy professional development
- C: What is the ideal Bachelor thesis?

## ▶ Plenary discussion



# Relevance

The Bachelor thesis is a central element in the occupational therapy education (both for students and for teachers).

The themes of the thesis are of importance as they communicate what is essential in occupational therapy in current practice.

Based on this it is relevant to adhere to one's own reflections, and reflections of the learning outcomes.



# Bologna process and Tuning project

## 30 generic competences

### Some relevant could be:

1. Capacity for analysis and synthesis
9. Research skills
11. Information management skills
12. Critical and self-critical abilities
14. Capacity for generating new ideas (creativity)
15. Problem solving
26. Project design and management
27. Initiative and entrepreneurial spirit
29. Concern for quality

# Bologna process and the Tuning project

## 35 OT specific competences

### Research and Development in Occupational Therapy/Science

The occupational therapist is able to:

25. Identify the need for research on issues related to occupation, occupational therapy and/or occupational science and formulate relevant research questions

26. Search independently, critically examine and synthesise scientific literature and other information relevant to occupational therapy

27. Understand, select and defend designs and methods appropriate to research in occupation and occupational therapy, considering ethical aspects

# Bologna process and the Tuning project

## 35 OT specific competences

### **Research and Development in Occupational Therapy/Science**

The occupational therapist is able to:

28. Interpret, analyse, synthesise and critique research findings relevant to occupational therapy

29. Develop new knowledge of occupation and occupational therapy practice, particularly in relation to local and/ or emerging health and social challenges

30. Disseminate research findings to relevant stakeholders

# Bologna declaration 3 cycles

**Qualifications that signify completion of the first cycle are awarded to students who:**

- have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study;
- can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study;
- have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical issues;
- can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences;
- have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.



# Groupe discussion A



## **Bachelor thesis, as a learning process for the students**

- What are the students to achieve from the part of the study where they work on the BA-thesis?
- How are the students to make use of their achieved competences in their future work lives?

# Groupe discussion B

## **Bachelor- thesis, as a part of the occupational therapy professional development**

- Do we as OT have special interests in what fields of research the students choose to focus on in their BA- thesis?
- What are the criteria for the students' choice of subjects for their BA-theses?



# Groupe discussion C

**What is the ideal Bachelor -thesis?**

What characterizes the ideal Bachelor-thesis?

- in relation to choice of subject
- in relation to scientific methods
- in relation to occupational therapy in practice.