Assessment of the perception of normal students towards the process of building their research thesis

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Abstract
The degree represents the final stage for students in Normal Schools, consolidating their experiences and learning accumulated throughout their training. Each degree modality is designed to demonstrate students' problem-solving skills and their evolution as educators. This study, employing a qualitative descriptive approach, aims to evaluate the perception of the research thesis construction process, identify the degree of difficulty faced in the preparation of the document and analyze the collaborative work between the thesis supervisor and the students in a Normal School in Toluca, State of Mexico. This analysis provides detailed insight into how students experience and manage these key aspects in their degree process.

Keywords
qualification; thesis construction; perception; collaborative work.

Avaliação da percepção dos estudantes normalistas em relação ao processo de construção de sua tese de pesquisa

Resumo
A titulação representa a etapa final para os estudantes das Escolas Normais, consolidando suas experiências e aprendizados acumulados ao longo da formação. Cada modalidade de titulação é projetada para evidenciar as habilidades dos alunos na resolução de problemas e seu desenvolvimento como educadores. Este estudo, baseado em uma abordagem descritiva qualitativa, tem como objetivo avaliar a percepção do processo de construção da tese de pesquisa, identificar o grau de dificuldade encontrado na elaboração do documento de tese e analisar o trabalho colaborativo entre o orientador da tese e os alunos em uma Escola Normal em Toluca, Estado de México. Esta análise oferece uma visão detalhada sobre como os estudantes vivenciam e gerenciam esses aspectos-chave em seu processo de titulação.
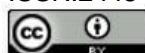
Palavras-chave
titulação; construção de tese; percepção; trabalho colaborativo.

Valoración de la percepción de estudiantes normalistas hacia el proceso de construcción de su tesis de investigación

Resumen
La titulación representa la etapa culminante para los estudiantes de las Escuelas Normales, consolidando sus experiencias y aprendizajes acumulados a lo largo de su formación. Cada modalidad de titulación está diseñada para evidenciar las habilidades de los estudiantes en

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la resolución de problemas y su evolución como educadores. Este estudio, basado en un enfoque descriptivo cualitativo, tiene como objetivo evaluar la percepción del proceso de construcción de tesis de investigación, identificar el grado de dificultad enfrentado en la elaboración del documento y analizar el trabajo colaborativo entre el director de tesis y los alumnos en una Escuela Normal en Toluca, Estado de México. Este análisis proporciona una visión detallada sobre cómo los estudiantes experimentan y manejan estos aspectos clave en su proceso de titulación.

Palabras clave
titulación; construcción de tesis; percepción; trabajo colaborativo.

1 Introduction

As explained by Navarrete-Cazales (2015), in Mexico, the Normal School has played a fundamental role as the main institution in charge of the training of future teachers for the basic level of education, which includes the preschool, primary and secondary levels. This role has been key to ensuring that the education system has teachers trained to meet the needs of students at those levels. Over the years, the approaches and models of teacher training implemented in the Normal Schools have been closely related to national educational policies, adapting to the guidelines and priorities that the educational authorities have established for the country in each period.

As Díaz-Barriga (2021, p. 534) also points out, these approaches have not been static, but have evolved in accordance with changes in education policy, social demands, and transformations of the education system itself:

> In the history of the country, normal education has assumed the task of training multiple generations of teachers for what we now call basic education. The development of this activity in some way allows us to understand the evolution of the Mexican educational system in the twentieth century, in particular the role that school has played at different stages in post-revolutionary Mexico.

The degree constitutes the last of the processes that the group of normal students must carry out to complete their training; it is not an alien stage or apart from what each student knows and has lived during their training at the Normal School, basically because each learning experience and evidence constitutes an input and reference that the student body considers when choosing the modality with which they intend to graduate (Sep, 2018).

Some research addresses the importance of establishing a systematic process for the evaluation of the degree, as Cardeña Ojeda (2019) points out. This assessment process must be meticulously designed, with the creation of clear criteria and specific protocols that guide both students and teachers throughout the degree cycle. According to

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González Flores, Hernández López and Villalpando Flores (2021), by developing these criteria and protocols in a collaborative manner, the creation of a solid learning community can be encouraged, in which all those involved, both students and teachers, assume a high degree of responsibility and commitment. Each degree alternative is designed to highlight the diverse skills of students in solving problems related to their professional practice and their development as educators (Araújo; Barros, 2019). This process implies a specific correlation with both generic and professional competences, as well as with the paths and modules included in the current curriculum.

The Normal School where the research was carried out, through the Department of Educational Research and Innovation, has carried out hard work to establish new objectives in terms of qualification, one of them is the research thesis. For this, it has been necessary to start from the guiding documents, such as "Academic guidelines for degree work" and the "2012 Curriculum", which indicate the processes and considerations that students will have to carry out and take into account to specify their initial training under this modality (Sep, 2012).

In this sense, the general objective of this research is to explore the perception of a group of normal students on the use of the research thesis as a degree modality. The aim is to identify the attitudes, opinions and possible barriers that students perceive regarding this modality, in order to understand the factors that influence its low use and propose recommendations to promote its adoption and use in teacher training programs. The additional objective of this research is to examine the process of implementing the research thesis as a degree modality in a Normal School in Toluca, State of Mexico. It seeks to know the steps taken in its integration, the challenges faced and how it has been received by teachers and students, in order to understand the factors that have influenced its adoption and effectiveness.

2 Degree by research thesis modality

The Ministry of Public Education (SEP) of Mexico states that each of the degree options aims to demonstrate the different capacities of students to solve the problems of their professional practice and their training as teachers, establishing a particular

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relationship with generic and professional skills, with the paths and courses that make up the curriculum (Sep, 2012).

From the implementation of the 2012 Curriculum for the bachelor's degree in Primary Education, the research thesis was incorporated as an additional degree option. In order to organize the process of developing this modality in a structured way, several work meetings were held that allowed to establish the necessary guidelines for its development. In this context, it was considered essential to review key regulatory documents, such as the "Academic guidelines for degree work", the "Instructions for the application of agreement 590", published in the Official Gazette of the Federation, and the "Specific rules of school control related to the degree".

After analyzing these documents, it was concluded that the "Academic guidelines for degree work" lacked sufficient detailed information, which motivated the creation of a guide aimed at preparing the research thesis work. This guide covers both the structure of the protocol and that of the final work, although it was identified that some sections required a strengthening in the students' methodological knowledge, particularly in relation to research methodology. With these elements established, advisors were assigned, marking the beginning of the first stage of the thesis: the drafting of the research protocol, which was completed during the first semester of the school year. In the second semester, specific dates were scheduled for the delivery of progress through presentation forums, in which the works were submitted for review by readers. These provided observations and suggestions that made it possible to improve sections of the work that required it.

Throughout this process, both students and advisors took decisive steps to advance the writing of the thesis. Throughout the different review phases, observations were reflected on and corrections were implemented in collaboration with those responsible for the final semesters of initial training and the relevant authorities, which allowed for consistent progress towards the completion of the degree project. This phase also made it possible to identify significant aspects derived from the contributions of both students and advisors, as well as from the agreements established in the follow-up meetings. Therefore, it was essential to evaluate the students' perception of the process of preparing their research thesis, with the aim of implementing measures and actions that improve its quality.

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It is necessary to corroborate the academic justification of the Educational Research and Innovation Program (PRIIE) (SEN, 2020) by covering the following argumentative evidence:

- The practice of educational research and teaching form a complex loop, capable of being analyzed and interpreted.
- The enhancement of institutional research practice has as a priority condition the permanent training of its researchers, which must necessarily start from the initial training.

Educational research in the normalist context requires developing specific objects of study and research models (Lache; Cedeño; Valderrama, 2019). This is achieved by promoting and encouraging participation in degree modalities that allow universal methodologies to be practiced. These modalities not only facilitate the application of actions to explain observations and discoveries during the Practice Days, but also to analyze phenomena and contents addressed throughout the Curriculum, as is the case of the bachelor's degree in Primary Education.

Research is part of the teaching task; research is a necessary activity, as mentioned by Freire (1997, p. 14):

> There is no teaching without research and no research without teaching. Those chores are found in each other's bodies. While I teach, I continue to search, to inquire. I teach because I seek, because I inquire, because I inquire and inquire. I investigate to verify, verifying I intervene, intervening I educate and educate myself. I do research to find out what I don't know yet and communicate or announce the news.

However, the research thesis has not been widely used in the normalist field, where other modalities, such as the internship report, which is oriented towards action research, is the most chosen by students (Medel Villafaña; Delgado González; López Contre, 2021).

The degree process represents the culmination of studies for the normal student, allowing him to obtain the professional degree necessary to practice as a teacher. During this process, the knowledge, skills, abilities, attitudes, values and experiences acquired throughout the career are integrated and demonstrated, through various options and forms of evaluation (Gómez; Gutiérrez; Escamilla, 2022).

2.1 The role of the teacher during collaborative work

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The work of preparing the research thesis is focused on the collaborative work approach in an educational context, which corresponds to a teaching model in which the interaction and collective construction of knowledge is paramount. As stated by Pico and Rodríguez (2011, p. 9): "Collaboration in the context of the classroom invites teachers and students to walk together, adding efforts, talents and skills. Incentiva el aprender haciendo, el aprender interactuando, el aprender compartiendo.

On the other hand, the 2012 Curriculum defines it as a teaching and learning strategy in which students work together in small groups to maximize both their learning and that of their peers. The work is characterized by a positive interdependence, that is, by the understanding that, for the achievement of a task, the equitable effort of each and every one of the members is required, so they interact in a positive way and support each other. The teacher teaches to learn within the framework of collective experiences through learning communities, as spaces that promote reflective practice through the negotiation of meanings and the solution of complex problems.

Within the framework of a work proposal in which the objective is the construction of the research thesis, collaborative work takes on differential connotations: the organization of times, work spaces, responsibilities and means of communication is essential. Communication is done through synchronous (such as chats and scheduled sessions in spaces other than the classroom) and asynchronous (such as emails and shared documents) tools. The frequency and continuity of communication depend on both individual and shared responsibility. Work times tend to be extended due to the predominance of asynchronous work. In addition, the variety and availability of materials and resources for collaborative work continue to grow, although this becomes more complex as tasks progress. Respectful dialogue becomes a challenge, especially when it is done mostly in written form (Podestá, 2014).

On the other hand, during the collaborative work process, the forms of interaction and verbal exchange between the parties and members of the group (in this case, sometimes only the student-director; in others, student-director-readers of the work), driven by positive interdependence, are those that affect learning outcomes (Lucero, 2003). The contact allows monitoring and exchange between the different members; the student learns from the one or those with whom he interacts day by day, or he himself can generate ideas to improve the work that is being built (Alfageme González, 2003). To the extent that

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different means of interaction are possessed, the group will be able to enrich itself, increase its efforts and give feedback.

Each member must fully assume their task and, in addition, have the spaces to share it with the group and receive their contributions; in this sense, the spaces in which the work is shared during its construction, the forums for the progress of degree work, in which the comments of the readers are carefully listened to, who support the correction and progress of the work, carry out to improve it.

In the process of building a research thesis, both the researcher and the director of the work, as well as the readers, must be open to the possibility of rethinking, enriching and sometimes even modifying some of the elements of the document, making it possible to share with the group the contributions of each member in order to take advantage of the opportunity to learn with this new research.

2.2 The research thesis

According to Lam (2005), research is a systematic, organized, and objective process aimed at answering a research problem question. The objective of this type of degree is to build knowledge that allows a solution to a problem, hence requiring the use of methodical and exhaustive research (documentary and field), as well as the specific knowledge of the discipline. In this sense, the thesis makes it possible to expose, argue and report on the way in which the topic and the problem were treated in specific contexts and practices (Sep, 2018).

In summary, the research thesis culminates the work done at the research planning stage. It is a guide for researchers during the development of the work, an indispensable document for the approval of the study by the institution that will sponsor it, it will also serve to control the development of the work according to the different stages that are established. It must contain enough information to allow others to evaluate its real possibility of realization with the established human, technical and financial budgets (Lam, 2005).

The research thesis modality requires two main stages, the construction of a research protocol or project, in which the topic, objectives and methodology are mainly raised, that is, what is going to be investigated, why it has been decided to investigate a

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certain topic, how it is going to be carried out, the time in which it is intended to start, develop and complete the work and finally the impact and scope that is visualized will have said research (Government of the State of Yucatán, 2022).

The research project or protocol proposes a structure that includes the following sections: title page, topic to be investigated or title of the research, objectives, problem statement (covering selection, delimitation, justification and social impact), theoretical framework, frame of reference, formulation of hypotheses or assumptions, methodological strategy (including information collection techniques), resources, schedule of activities and bibliography, sources and/or other resources. Once the protocol is approved, it gives way to the construction of each of the parts of the document, which will be subject to the scrutiny and review of professionals assigned by the institution, with the sole intention of correcting, improving and completing the research work under the methodological principles and guidelines that govern this modality of degree (Government of the State of Yucatán, 2022).

3 Methodology

This study is part of a qualitative research with a descriptive approach, using the principles of phenomenology for the interpretation of data. Descriptive research is conceived as a concrete process that puts people at the center, their stories and the meaning they attribute to their own words, to understand what people narrate (Rico and Lorenzo, 2006), their experiences and the meanings they give them. This defines the methods used for data collection. Qualitative methodology, in its broadest sense, refers to research that generates descriptive data: people's words, both spoken and written, as well as their observable behavior. Like quantitative methodology, qualitative methodology is not limited to a set of techniques for data collection; it represents a way of approaching the empirical world (Taylor; Bogdan, 1987).

3.1 The method

According to Ramos-Galarza (2020), in this type of research that seeks to use the principles of phenomenology for the interpretation of data, studies are sought that seek to describe the subjective representations that emerge in a human group about a certain

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phenomenon, for which a rubric was applied that allowed students to accurately describe the perception of the process of constructing their research thesis, as well as the work in collaboration with their director of degree work.

Once the method was defined, the variables were identified:

- Perception towards the process of constructing a research thesis:
- Perception towards collaborative work between the research thesis supervisor and the student.

It is important to mention that the process of building a research thesis is conceptualized as the significant interpretation of how thesis supervisors fulfill their functions, tasks and activities to advise students in this academic modality. In terms of collaborative work, it is understood as the significant interpretation of the joint effort between the director and the student, with the aim of developing and elaborating the research thesis effectively (Lucero, 2003).

Operationally, the process of constructing a research thesis is defined through various activities, which include the perception of the degree of difficulty in the formulation of the topic, the objectives, the approach to the problem (which covers the selection, delimitation, justification and social impact), the theoretical framework, the formulation of hypotheses or assumptions, the methodological strategy (including techniques for collecting information) and the bibliography. It is also crucial to discuss the philosophical bases of knowledge (epistemology) to understand the use of methodologies, since many courses are limited to teaching techniques without explaining their foundation, which can make it difficult for students to carry out quality research and, therefore, affect the validity of their results (Garcia; Santos; Trindade, 2024).

3.2 The instrument: rubric for evaluation of the criteria

For data collection, a rubric was constructed that evaluates 13 criteria; the first seven are constructed according to the academic guidelines for the preparation of the degree document and refer to the construction of the degree document. The other six assess the perception of the work in collaboration with the thesis supervisor. The rubric is divided into two sections:

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- Section A: Perception of the degree of difficulty in the construction of the degree document.
- Section B: Perception of the work in collaboration with the thesis supervisor.

For content validity, expert judgment was used. In this regard, Utkin (2005) states that the judgment of experts in many areas is an important part of the information when experimental observations are limited; Herrera Mazo (2022) states that the judgment of experts provides an informed opinion of people with experience in the subject, recognized by others as qualified experts who can give information, evidence, judgments and assessments.

The validation of the instrument by expert judgment was carried out as follows: a panel of experts in the field of thesis research and in the academic degree process reviewed each of the 13 criteria of the rubric. These experts evaluated the relevance and clarity of the items, suggested modifications and confirmed that the criteria adequately measured the variables that were intended to be evaluated. In addition, feedback was sought on the understanding of each section of the rubric, ensuring that the questions were clear and appropriate to the research context.

The research was conducted at the Normal School in Toluca, State of Mexico, an educational center that is part of a broader network of Normal Schools. Through this research, not only the specific characteristics and challenges of this institution were explored, but also some of the practices and conditions shared by other Normal Schools that integrate this system.

The group studied was composed of a total of five normal students who chose to graduate through the modality of research thesis. Of these, three were women and two were men, ranging in age from 21 to 24. The selection of these students was made considering their decision to choose the thesis modality as an option to complete their professional training. These subjects were chosen with the purpose of analyzing their experience in the degree process through this specific modality and how they perceive the different aspects of it, such as collaboration with their thesis supervisors, the complexity of the process and the challenges they face throughout it

The data obtained in the research were processed and analyzed using Excel software. Through this tool, the information collected was organized, descriptive calculations were made and tables were generated to facilitate the interpretation of the

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results. Excel made it possible to classify student responses into different difficulty categories and to produce statistical summaries for each item evaluated. In this way, the analysis of trends and patterns in the responses was facilitated, providing a clear view on the perceptions and difficulties experienced by the students during the construction process of their thesis.

4 Results and Discussion

Once the rubric was applied, it was graded. The results obtained, which reflect the degree of complexity in the construction of the degree work in the form of a research thesis, as well as the collaborative work between the student and the thesis supervisor, are detailed below.

- Job Title Construction: One student was not able to do it alone, while the others needed a lot of help, except for one, which required little help.
- Problem statement: The answers vary between "Very difficult" (I needed a lot of help) and "Not very difficult".
- Frame construction: Two students could not do it alone and three needed a lot of help.
- Construction of the variables: four students considered it "Absolutely difficult".
- Hypothesis construction: Most (four out of five) considered it "Very difficult" (I needed a lot of help).
- Data collection: four students considered it "Little difficult" (few corrections).
- Data processing: The majority (four out of five) found it "Slightly difficult", except for one, who considered it "Absolutely difficult".
- Data writing: Similar to data processing, four considered it "Little difficult" and one "Absolutely difficult".
- Analysis and interpretation of results: four found it "Not very difficult" and one considered it "Absolutely difficult".
- Conclusions: Most (four out of five) saw it as "Slightly difficult" (few corrections).
- Cite according to the APA: four students saw it "Very difficult" and one "Absolutely difficult".

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Statistically, it is observed that four of the five students faced greater difficulties in almost all sections, while only one student stood out as the one who required the least help, particularly in tasks such as the construction of the title and the approach to the problem. Overall, however, the trend shows that students needed a considerable level of support throughout the thesis process.

The results of this initial evaluation of the student's perception in relation to the construction of his research thesis allowed to have a picture of reality from those sections that showed less difficulty to those that consider that if they had not had direction it would have been impossible to elaborate them:

As for the title, most of the students did not consider it very difficult to build, since, at the beginning of the work, they were already clear about the focus of the topic, which highlights the importance of having worked on the topic in previous semesters.

Regarding data collection and the analysis and interpretation of results, these areas are closely linked and were assessed as being of moderate difficulty. According to Cabrera-Gonzalez, Abreu-Márquez and Martínez-Abreu (2019), writing is one of the greatest difficulties in thesis construction, since accurately recording ideas and sensations is a constant challenge, even for experienced writers.

The conclusions section was evaluated as relatively easy, which suggests that the students, when advancing in the thesis, already had the necessary elements to make personal judgments and suggestions to improve the process. As for the framework and the writing of hypotheses that have to do with the theory that will support and argue the topic, as well as the writing of the hypotheses or assumptions (Carlino, 2021), these were the most complex sections for students, probably because at this stage they were still adjusting to the work with their director and the information selection process.

Finally, choosing the type of study was the most complex task for the students, which is understandable, since doing research is not an easy task.

The results obtained in relation to the collaborative work between the student and the thesis supervisor, as well as the supervisor's willingness to provide advice, are detailed below:

- In the item related to the collaborative work between the student and their principal, most of the students evaluated this relationship as "very good", with only one student qualifying as "regular".

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- As for the principal's disposition for counseling, most of the students responded "very good" and only one qualified as "regular".

- In the item that evaluates the answer to the solution of doubts, all students, except one, gave a rating of "very good", while the other student evaluated as "bad".

- At the principal's level of mastery of the topic, most students rated it as "very good" and one considered it "bad."

- Regarding the principal's participation in the presentation of progress in forums, most of the students rated as "very good", with only one rating as "regular".

- Finally, in the item that evaluates participation and intervention in the last stage of the thesis, most of the students rated it as "very good", with only one student answering "regular".

Overall, the results show that the majority of students perceived the collaborative work with their thesis supervisor in a very positive way, with 80% of answers rating as "very good" in almost all the items evaluated. However, there was one student in each item who rated the experience as "regular" or "bad," suggesting that although the overall interaction was favorable, there are still areas for improvement in the collaboration or support offered by the thesis supervisor. What the 2012 Curriculum mentions in this regard was not complied with when it says that it is characterized by a positive interdependence (Sep, 2012), which did not happen in all cases, so it must be taken into account to improve in the future. In relation to the answer to the solution of doubts, using the same criterion of converting the results into a percentage, we have 20% who believe that the answer was bad, in this sense it must be taken into account that the construction of a research work in itself is complex (Bielefeld, 2019).

The foregoing requires special care in the selection of thesis supervisors, since the degree of commitment in collaborative work with the advisee is fundamental, since a very high percentage depends on it if its conclusion is reached within the established times.

In the item related to the level of mastery of the subject by the director, in which the majority answered "very good" and one bad, again following the same percentage criterion. It is important to consider the following, in Normal Schools there is not always enough staff who have the experience required for the management of this type of degree, which becomes an obstacle to attend 100% to this area, however, as well as it is suggested

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that students be reinforced in some points of the methodology so that its construction can be easier, as well as contemplate some strategies so that teachers destined to direct this type of work, are supported with some tools or collaborative work is carried out among other teachers that could serve as reinforcement both in the subject of the document and in some methodological aspects.

In this regard, within the responsibilities of a thesis supervisor, it is at least limited to know the topic and the theoretical and methodological problems of the thesis he directs (if applicable, also the geographical framework and the historical context), since its construction becomes doubly complex (Molina Jiménez, 2012).

In relation to this, one possibility would be to better organize the construction of each of the works from the beginning, that the thesis supervisors are present from the conception of the selection topic, since it also happens that, during the courses in which topics related to the construction of the theme for the degree work begin to be seen, they are not the same characters that participate, since, in most cases, this was conceived by those responsible for said courses and the direction was carried out by different teachers, which made it necessary to resort to the aforementioned teachers, who were not always in a position to provide information that contributed to the construction of said document.

5 Final considerations

In different educational contexts, teacher training can generate diverse pedagogical and cultural readings, which produce the dialectical character of the educational processes carried out in teaching practice (Silva; Castro, 2022).

It is important to mention that the incorporation of the thesis as a degree modality has generated tensions both administratively and pedagogically in normal schools. From an administrative perspective, organizing the human and material resources needed to accompany students in the research process has been challenging. The assignment of advisors, the organization of review forums and the detailed monitoring of each thesis work require efficient management and an adequate distribution of time and responsibilities. This has generated an overload on teachers, who must balance their teaching tasks with the supervision and accompaniment of students in the preparation of their work, although there is also resistance from some teachers to this modality.

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From a pedagogical perspective, the inclusion of the research thesis as a degree requirement has generated a debate on its role in the training of future teachers. First, the question arises whether the thesis should be considered as an investigative competence or simply as a formal requirement for obtaining the bachelor's degree. On the one hand, many argue that the thesis should be an opportunity for students to develop applied research skills that they can transfer to their teaching practice. On the other hand, it is argued that, in the context of initial training, the thesis may not be the best option for all students, since its methodological and academic approach may not be aligned with the training needs of all graduates, who in many cases seek a degree more linked to their future educational practice in the classroom.

This dilemma poses a tension between the need to train teachers with research skills and the more practical approach required by the reality of professional practice in the classroom.

In terms of conclusion, to ensure success in the preparation of future research theses, it is imperative to clearly define the structure of the document and establish rigorous guidelines outlining the activities and responsibilities of both the principal and the student. The implementation of collaborative or collegial strategies is crucial to provide support and guidance to thesis supervisors, particularly when the topic addressed does not align with their main specialization.

Likewise, it is essential to establish precise guidelines for the review of the works by readers, promoting effective and respectful communication that enriches the research process. The continuous integration of students' opinions and evaluations on the preparation of their theses and their collaboration with the supervisors will be key to strengthening educational institutions. This approach will not only contribute to raising the academic prestige associated with research, but will also consolidate the reputation of institutions as centres of excellence in carrying out research work.

However, it is important to recognize some limitations in the study. The number of participants, although representative, does not cover the entire student population, which could restrict the generalization of the results. In addition, variability in responses may be influenced by uncontrolled external factors, such as the level of experience or prior training of thesis supervisors. In terms of prospecting, it is essential to continue researching the dynamics of collaboration between students and principals and to evaluate the

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effectiveness of the strategies implemented over time. The integration of new technological tools and collaborative platforms could be a way to further improve the quality of degree work and facilitate online supervision. Future research could also focus on cross-institutional benchmarking to identify good practices that can be adopted more widely.

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