

UNIVERSITY OF SOUTHERN DENMARK

CURRICULUM FOR

**MASTER OF SCIENCE IN
WEB COMMUNICATION (CAND.IT.)**

THE FACULTY OF HUMANITIES

2017

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Introduction

The Internet, and thereby the World Wide Web, is currently undergoing rapid change. From having primarily been a communication channel for the distribution and dissemination of information, the Internet has evolved into a genuine platform for digital interaction and cooperation between people as well as computers. This change is supported by technological developments which enable much more sophisticated and automated uses of the information and knowledge resources on the Internet than was possible in the past.

The new role of the Internet can be seen, for example, in the increasing use of technologies such as blogs, wikis and social media, which give ordinary people the chance to publish, express themselves creatively and create social networks on the web, or construct the so-called semantic web, where virtual agents, i.e. custom-designed software programmes, are able, on their own, to perform complex tasks such as information retrieval. At a more technical level, open interfaces are being developed to allow IT systems unhindered and securely to exchange information across organisational boundaries and technological platforms.

Businesses, organisations and authorities are discovering these new opportunities: Businesses launch blogs where employees and customers discuss the company's values and products in a shared forum. News from online newspapers, television stations and other websites are 'syndicated' and brought together in topic-based news portals or sent by e-mail to interested subscribers. Government authorities make their data available to each other's IT systems, so that citizens and businesses only need to make their enquiries in one place. Finally, educational institutions are developing web-based workspaces where educators are able jointly to produce, share and reuse digital e-learning materials.

Of course, there are several reasons why all this is now possible. One of the most important reasons is that the Internet, and not least the World Wide Web, has very much become 'transparent'. This transparency manifests itself both in the information content, which is published, shared and further developed on the web, and in the technologies and standards on which the Internet is based. Content in the form of text, images and video is produced and published increasingly under open licence conditions, where writers and photographers waive their traditional copyright, and content is produced in open formats that do not require special software from specific vendors. Many of the systems and tools that are being developed for communication on the web today are typically based on open standards, which are not subject to specific commercial or political interests. They are often developed as open source, i.e. as software that is provided for free and freely available (and which therefore is also relatively easy to develop further or reuse in other systems).

This openness contributes to a high degree of innovation on the Internet. New products, technologies and, not least, new forms of cooperation and communities are currently seeing the light of day and will decisively change the way in which businesses and organisations exist, produce and communicate.

For all these opportunities to be realised in a way that meets the needs of users, there is also currently an increasing focus on user studies and user involvement in the design process and evaluation of digital solutions as well as on ethical aspects of design and technology.

Another key factor is the way in which the information content is organised on the Internet. Until only a few years ago, text, images and video were shown on static web pages where their

presentation was a priority. In future, content elements will, to a much greater degree, be organised in networks where their meaning and correlation with each other are encoded and clarified in explicit and transparent information architectures. This new organisation implies not only much more precise information retrieval on the web, but also increased opportunities for customising, or personalising as it is called, the presentation of content for specific audiences or for specific situations.

The Master's degree in Web Communication is based on these developments!

The degree offers three specialisations, namely

- Web Architecture
- Web Communication Design
- Interaction Design

The specialisation of Web Communication Design is also offered in English.

The degree offers a number of core courses and a number of specialised courses.

Academic part

I. Provisions for the Master's degree programme in Web Communication (cand.it.)

The Master's degree in Web Communication (cand.it.) is offered pursuant to Ministerial Order no. 1328 of 15 November 2016 on Bachelor and Master's (Candidatus) Programmes at Universities.

A. Objectives and prerequisites

Section 1. Master's degree programme in Web Communication (cand.it.)

The Master's degree programme in Web Communication (cand.it.) is a full-time course of study representing 120 ECTS. The degree comes under the purview of the Academic Study Board for Information and Communication Programmes in Kolding and the External Examiner Corps for Information Studies, Communication and Digital Media.

The purpose of the programme is to give students a range of discipline-specific and technical skills – including core humanities skills.

Any master's degree allows graduates to apply for a PhD programme.

Section 2. Skills description

The aim of the Master's Degree in Web Communication (cand.it.) is to give students qualifications through specialised and technical skills, knowledge and methodology.

The master's degree represents the full academic structure of the student's overall course of study. Graduates of this course will have achieved academic and professional skills that qualify them to carry out a wide range of commercial functions.

The skills objectives of this degree are divided into general and discipline-specific skills objectives. General skills objectives cover the broad skills that new graduates will have on completion of the degree programme while discipline-specific skills cover the degree's core courses. According to the New Danish Qualifications Framework for Higher Education, skills objectives are divided into knowledge, skills and competencies:

General skills objectives:

Graduates must

1. be able to delineate and define an academic problem at a high scientific level
2. be able comprehensively to examine, analyse and solve problems with the help of applicable academic theories and methods and be able to incorporate current international research
3. be able to systematise complex knowledge and data as well as critically to identify and prioritise aspects that are significant to the subject
4. be able critically to master the various theories and methods of the subject
5. apply concepts precisely and consistently

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6. be able to argue at a scientific level
7. be able to initiate and implement an academic dialogue
8. be able to focus and create coherence in their work
9. address sources critically and document these using references, notes and bibliography
10. use language – in writing and/or verbally – that is subject-oriented accurately and correctly
11. communicate research-based knowledge and discuss complex scientific issues, so that they become relevant and understandable to different target groups
12. be able to manage work and development situations that are complex and require new approaches and be able to work with others, including being able to receive and give constructive criticism
13. be able to work independently, in a disciplined, structured and targeted way, including meeting deadlines and adhering to formal requirements
14. use IT as a tool in the context of information retrieval as well as in verbal and written communication
15. be able to understand and apply academic texts in English and in the Scandinavian languages
16. be able to speak on academic subjects in a foreign language

Discipline-specific skills objectives:

The discipline-specific skills objectives relate to the degree's core skills and are divided into knowledge, skills and competencies in accordance with the New Danish Qualifications Framework for Higher Education.

Knowledge:

Graduates must be able to:

- Understand, reflect on and evaluate theories, strategies, methods and standards in the field of communication, interaction and IT
- Understand organisational structures and processes as well as analyse and assess their impact on an organisation's web communication and other communication

Skills:

Graduates must be able to:

- Configure, apply and develop digital applications and information products with particular relevance to web-based communication
- Apply the subject's theories, strategies and methodologies in planning or execution of web-based communication in a wider organisational context
- Design and implement tests of web application user friendliness on a theoretical basis
- Apply formats and standards for structuring, presenting and exchanging information content in web-based communication
- Communicate about web communication and applications with different target groups and collaborate with others on the development of solutions in these areas

Competencies:

Graduates must be able to:

- Manage work and development situations that are complex, unpredictable and require new approaches
- Independently initiate and implement subject-related and interdisciplinary cooperation and assume professional responsibility

- Independently take responsibility for their own academic development and specialisation

For the skills profile (specialisation) of **Web Communication Design** the following also applies:

Knowledge:

Graduates must have:

- Knowledge of theories and methods for effective web communication
- Knowledge of teaching and learning, including e-learning, in organisational contexts

Skills:

Graduates must be able to:

- Reflect on learning, organisational and ethical aspects of user-technology interaction and take account of such aspects in the planning and implementation of communication
- Analyse and evaluate web texts and information design on the basis of the subject's theories and methods
- Perform web-based communication
- Reflectively apply theory of pedagogy and IT-mediated learning for the design and consultancy of web media courses used for skills development in the workplace
- Describe and analyse ethical IT issues in theory as well as submit design proposals that deal with such issues in a constructive way

Competencies:

Graduates must be able to:

- Manage work and development situations related to the analysis, assessment and production of web-based communication, including IT-mediated learning design
- Independently initiate and implement subject-related and interdisciplinary cooperation and assume professional responsibility on projects that focus on the above

Section 3. Student opportunities to work with applicable research environments

The master's degree in Web Communication is closely associated with the academic environment around the Department of Design and Communication and the SDU Design research initiative at the University of Southern Denmark in Kolding. Researchers from the Department of Design and Communication are teachers on the Master's programme and often contribute their own research. Students sometimes participate in research projects and other research-related activities.

Section 4. Employment profile

Graduates of the master's degree programme in Information Technology have sound knowledge of theories and methods of human communication and interaction. They are able to assess and apply these in their use of IT as a resource and communication medium for planning and implementing web-based communication in a broad organisational context. Graduates are also able to design and develop digital applications and information products relevant to web-based communication and dissemination based on their knowledge of technologies, formats and standards. Finally, they are able to design and conduct tests of the user-friendliness of web applications on a sound theoretical basis. The Graduate has gained international skills either through a study abroad and/or as part of an international element in

one or more subjects.

With a specialisation in **Web Communication Design**, graduates are also able to analyse and evaluate web content and perform web-based communication tasks. In addition, graduates can reflectively apply theory of pedagogy and IT-mediated learning in the design of skills development in an organisational context. Graduates are also able to describe and analyse ethical IT issues and prepare design proposals that deal with such issues.

Section 5. Admission requirements

Bachelor degrees with right of admission to master's degrees:

Graduates who have passed a bachelor's degree at the university have the right to admission to the master's degree programme which is the natural continuation of their undergraduate course subject areas at the same university in direct extension of their final bachelor's degree.

Graduates with the following bachelor degrees from the University of Southern Denmark are eligible for the Master's degree in Web Communication (120 ECTS):

- Bachelor degree programme in International Business Communication with English, IT and Web Communication
- Bachelor degree in Information Science, Information Technology and Interaction Design (previously the bachelor degree programme in Information and Communication Science)
- Bachelor degree in Library Science and Knowledge Communication

Other:

The following bachelor degree programmes from the University of Southern Denmark and from other universities also provide access to the Master's degree in Web Communication:

- A humanities BA
- A social sciences BA
- A relevant professional bachelor degree, e.g. web developer, software developer, business language and IT-based marketing communication, school teacher, nurse, educator, social worker

Applicants who do not meet these conditions may be admitted if the Academic Study Board on the basis of a specific assessment believes that the applicant has comparable educational skills. The Academic Study Board may invite the applicant for an interview for the purposes of such an assessment.

Language requirements, the English-language specialisation – Web Communication Design:

At least English at level B, cf. Ministerial Order on Admission and Enrolment on Master's (Candidatu) Programmes at Universities .

Alternatively, English language skills can be documented as described on [sdu.dk > Education > Graduate programmes > Cand.it. – Web Communication \(Master's\) > Admission requirements](#)

In addition, students are expected to have knowledge of basic HTML and CSS before they commence the programme, e.g. through subjects students have studied for their BA degrees.

It is also possible to obtain this knowledge through online tutorials, e.g. w3schools.com. The programme website contains suggestions for tutorials.

Section 6. Title

The Master's degree programme in Web Communication (cand.it.) gives the right to the designation:

cand.it. in IT, Communications and Organisation.

Master of Science (MSc) in Information Technology in IT, Communication and Organisation.

B. Structure and progression

Section 7. Structure and course model

The Master's degree programme in Web Communication consists of:

- Constituent academic elements: 110 ECTS
 - Including
 - Core courses: 50 ECTS
 - Specialist courses: 30 ECTS
 - Thesis: 30 ECTS
- Optional courses 10 ECTS

In the first semester, students are introduced to the constituent disciplines in core course column, i.e. Web-mediated Communication and Interaction and Web Formats and Standards, as well as Web Communication and Web Production. These courses constitute the beginning of an academic progression through the programme.

The core course of Web-mediated Communication and Interaction uses a digital portfolio method of assessment, which is familiar to students from the University of Southern Denmark. It is further ensured that all students, including university undergraduates and students from other course traditions, receive feedback on academic writing requirements and reasoning through digital portfolio assignments during the semester.

Teaching in the early semesters is based on familiar forms of learning, such as lectures, portfolio submissions, practice reviews and group discussions.

Study groups are set up at the start of the programme. The aim is that these groups should be designed in such a way that students with traditional university backgrounds work in groups with students from other backgrounds. This is done to support the establishment of a shared academic background among students. Study groups may, as students wish, be retained throughout the programme.

Section 8. Progression for the Master's degree in Web Communication, specialisation in Web Communication Design

4th sem este r	Supervision				Teaching hours per week
	30 ECTS			30	ECTS points
	Master's thesis				
3rd sem este r	3 hours/week	3 hours/week	3 hours/week	9*	Teaching hours per week
	10 ECTS	10 ECTS	10 ECTS	30	ECTS points
	Corporate Communication, 3rd semester	Optional courses	IT Pedagogics in Organisations		
2nd sem este r	3 hours/week	Supervision	3 hours/week	6	Teaching hours per week
	10 ECTS	10 ECTS	10 ECTS	30	ECTS points
	User Studies and Evaluation of Digital Interfaces	Project	Value-based Design		
1st sem este r	3 hours/week	3 hours/week	3 hours/week	9	Teaching hours per week
	10 ECTS	10 ECTS	10 ECTS	30	ECTS points
	Web-mediated Communication and Interaction	Web Formats and Standards	Web Communication and Web Production		

* In addition, a thesis workshop of 1 hour/week

Internationalisation: Students who choose to internationalise must do so in their 3rd semester.

Project-based courses/internship: Students who choose to take a project-based course/internship must do so in their 3rd semester.

SNIKS study café: Each semester, academic and social events will be held under the auspices of the SNIKS study café across the humanities information and communication courses on the campus in Kolding.

Introductory course: During the 1st semester, introductory courses are offered to support students in getting started with their study programme.

Section 9. Principles for selection of teaching formats and methods of assessment

Principles for selection of teaching formats and methods of assessment

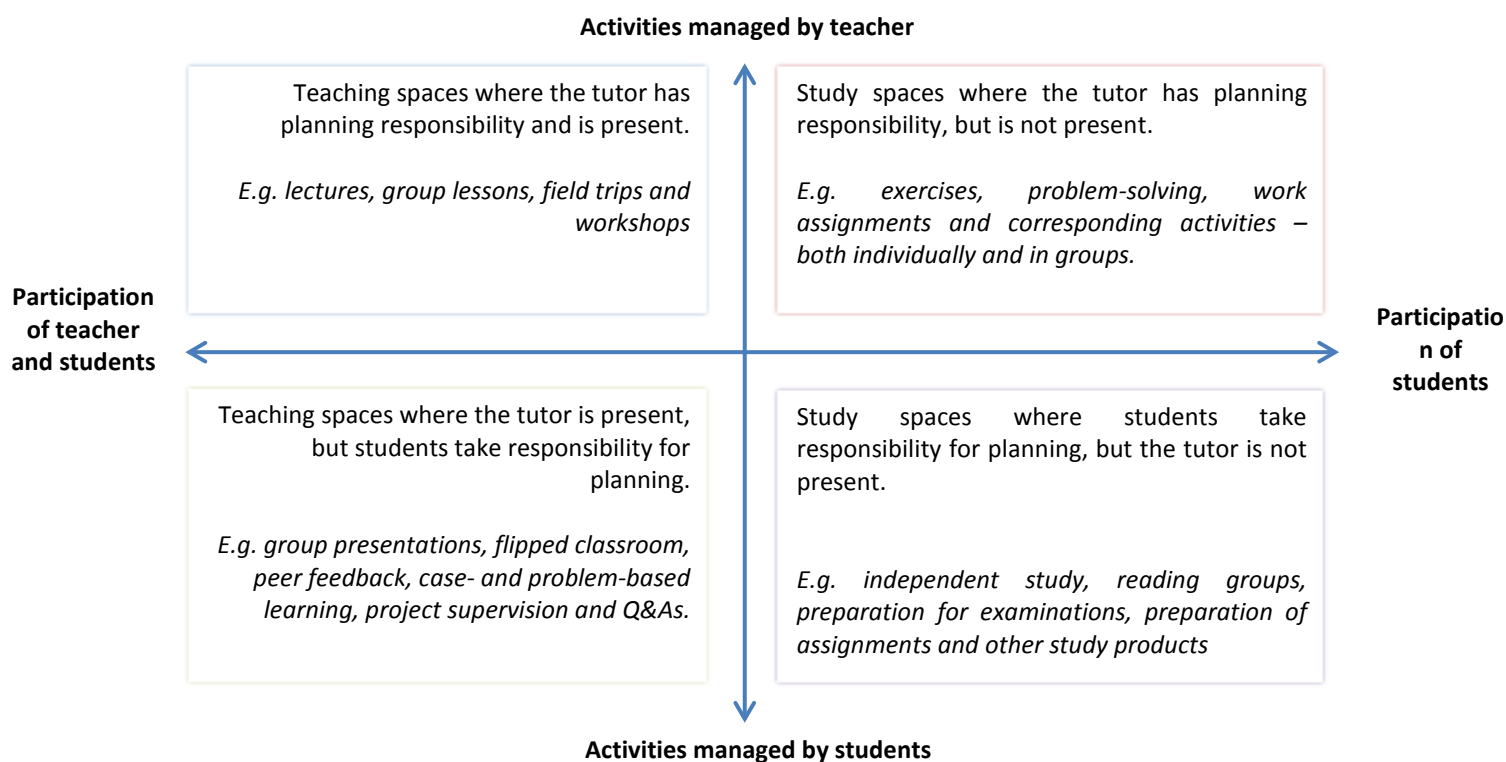
The programme works with a variety of teaching formats and methods of assessment, each of which is aligned to the learning objectives that have been set for each course. In courses that emphasise the acquisition of a specific academic knowledge, teaching typically takes the form of group learning or lectures combined with exercises. The method of assessment may both be written assignments and oral examinations which test students' acquisition and independent further processing of the information in question. In courses with a clear focus on skills (of course, supported by knowledge and competencies), students are continuously taught these skills, e.g. in the form of portfolios. The aim is to create a correlation between learning objectives, working methods, forms of teaching and methods of assessment.

The humanities model for active learning and activating teaching

The humanities model is a platform for the development and design of activating teaching and active learning in the Faculty of Humanities. The humanities model embodies the University of Southern Denmark's principles of education: activating teaching and active learning. The model is based on the assumption that active learning is achieved through participation in several different forms of teaching and activities. It also shows how teaching can be activating in a range of different ways.

The humanities model is based on the fact that different types of educational activities take place in different 'spaces', defined by the respective roles and responsibilities of teachers and students. The model visualises that students have different tasks and roles on the course, including participating in various activities and contributing to a variety of outcomes.

Students' study activities are organised and set in four spaces:



The teacher plans and carries out activating teaching, including

- involving all four spaces, taking into account the individual description of objectives for each course
- clarifying the responsibility students have in terms of participation in the different spaces
- supporting students' acquisition of study skills to work in the different spaces

The teacher reflects on the activities that can take place in the four spaces and the way in which activities are linked to the course's objectives and methods of assessment. The course management ensures that students overall have activities in all four spaces each semester and that the special skills and strengths of teachers are used in the best possible way in the implementation of the model.

The model makes visible that students take on various kinds of responsibilities, tasks and roles associated with participation in the different study activities. It is expected that students provide different types of products and services in the different spaces. Students will thus become aware of and familiar with different study activities and tasks.

Teaching spaces where the teacher has planning responsibility and is present

This teaching space will typically involve lectures and group lessons with activating elements, field trips and workshops where students become actively involved, for example, by asking questions, reflecting, taking notes and contributing to discussions in groups and in plenary.

⇒ Here, for example, **brainstorming, reflection questions, quizzes, preparation of conceptual maps** etc. may be some of the activating elements that the teacher makes use of.

Study spaces where the teacher has planning responsibility, but is not present

This study space will typically involve group work, exercises, problem-solving and similar activities, which are set by the teacher and in which the students actively participate.

⇒ Examples of activities may be **syllabus questions, logbooks, contributions to blogs or wikis, gathering material for students' own or group portfolios, field work**, etc.

Teaching spaces where the teacher is present, but students take responsibility for the planning of specific sub-activities

This teaching space will usually involve group presentations, supervision, Q&As and similar activities within the framework of the course. Students participate actively, for example, by organising student presentations, responding to presentations by fellow students, with varying opponent roles, if applicable, initiating and preparing supervision. All these scenarios may involve both individual and group-based work.

⇒ This teaching space may, for example, involve **group presentations, flipped classroom, peer feedback, case- and problem-based learning, project supervision and Q&As**.

Study spaces where students take responsibility for planning, but the teacher is not present

⇒ This study space includes **independent study** by students, active participation in **self-organised reading groups and joint exam preparation, preparation of assignments**

and other study products.

The humanities model is a general model that applies to all courses under the Faculty of Humanities. The model is both a description of existing practices on humanities courses where activating forms of teaching already play a major role and a point of reference in terms of further development of teaching in the faculty.

The following table shows the teaching/study spaces in which students are activated in each discipline.

The Master's degree in Web Communication

Summary of teaching/study spaces used for each discipline

Programme disciplines	Teaching spaces	Study spaces	Teaching spaces	Study spaces
	Teacher has the responsibility of planning and is present	Teacher has the responsibility of planning and is <u>not</u> present	Students have the responsibility of planning, the teacher is present	Students have the responsibility of planning, the teacher is <u>not</u> present
	E.g. lectures, group lessons	E.g. group work, exercises, problem solving	E.g. group presentations, flipped classroom, peer feedback, case- and problem-based learning, project supervision and Q&As	E.g. independent study
1st semester				
Web-mediated Communication and Interaction	√	√	√	√
Web Formats and Standards	√	√		
Web Communication and Web Production	√	√	√	√
2nd semester				
User Studies and Evaluation of Digital Interfaces	√	√		√
Project				√
Value-based Design	√	√		√
3rd semester				
Corporate Communication	√	√		
IT Pedagogics in Organisations	√	√	√	√
Thesis Workshop	√		√	√

B. Examination overview

Section 10. Examination overview

The Master's degree in Web Communication (120 ECTS) – specialisation in Web Communication Design

		Examination, references etc.					
Courses:		Method of assessment	Grading:	Duration of examination	Assessment	ECTS weighting	Description in Section
1st semester							
Web-mediated Communication and Interaction	IDK	Digital portfolio with oral defence	External	20/30/40 minutes	7-point grading scale	10	26
Web Formats and Standards	IDK	Homework assignment	Internal, 1 ex.	1 week	P/F	10	27
Web Communication and Web Production	IDK	Homework assignment	Internal, 2 ex.	1 week	7-point grading scale	10	37
2nd semester							
User Studies and Evaluation of Digital Interfaces	IDK	Homework assignment with oral feedback	External	1 week/20 minutes per task with examiner	7-point grading scale	10	28
Value-based Design	IDK	Oral exam	Internal, 2 ex.	20 / 20 minutes	7-point grading scale	10	38
Project	IDK	Free homework assignment with oral defence	External	40 minutes	7-point grading scale	10	29
3rd semester							
Corporate Communication	IDK	Homework assignment	Internal, 1 ex.	3 days	P/F	10	30
IT Pedagogics in Organisations	IDK	Digital portfolio without oral defence	Internal, 2 ex.		7-point grading scale	10	39
Optional courses*	IDK	Depends on the optional course	Depends on the optional course	Depends on the optional course	Depends on the optional course	10	31
4th semester							
Thesis			External		7-point grading scale	30	33
Total ECTS:						120	

C. Special definitions and examination regulations for the course

Section 11. Common provisions

The Joint Provisions for the Faculty of Humanities, cf. Section IV of the curriculum, contain definitions of

- ECTS
- Characters
- Standard pages

Rules have further been set out for

- Master's thesis
- Summary of bachelor project and Master's thesis
- Individual and group examinations
- Internal and external examinations
- Spelling and writing skills
- Examination language
- Exemption
- Rules on termination of enrolment due to lack of study activity
- Rules on time limits for the completion of education programmes

Section 12. Prerequisites for participation in class

There are no prerequisites for participation on the course unless otherwise stated in the description of each discipline.

Section 13. Class participation

Examinations taken by classroom participation require active, regular and satisfactory participation in the applicable classes. Active means participating in the activities taking place on the course (general preparation, oral presentations, minor writing assignments, etc.). At the start of class the teacher specifies what is meant by active participation, including how many assignments are to be completed. Regular means participation in at least 80% of the classroom hours offered. Satisfactory means that written presentations and tasks are assessed as being a pass mark.

Section 14. Case

A case is a set assignment with an external examiner. The assignment is set on the basis of a fictional or non-fictional company. Students present their solution of the task and explain the choices they have made at their oral examination. The presentation must be made using an outline or PowerPoint presentation, supplemented by documentation for the examiner and external examiner. The presentation must not have the nature of being read from a script. The assignment may only be undertaken on an individual basis.

Section 15. Digital portfolio without or with subsequent oral defence

In courses that are assessed using this method of assessment, teaching is organised in such a way that students regularly undertake a number of assignments related to the completed academic curriculum. Student assignments will be discussed subsequently in lessons, and students are expected to revise and supplement their assignment on the basis of critical comments from the teacher and fellow students.

Students gather their assignments in a folder on the course's e-learning platform. At the end of class, students select a number of materials from this folder. The materials must be added to

the portfolio continuously during the semester. This selection, in addition to an introduction to the selection, constitutes the student's digital portfolio. The introduction to the selection must include a statement of the manner in which the material exemplifies the academic content on which the student has worked on the course. Students must also state the criteria on which the selection is based, including the academic, intellectual and practical skills the material illustrates. If agreed between students and teachers, the introduction may also include a presentation of the student and his/her learning objectives for the course, as well as a reflection of the extent to which these learning objectives have been met, and in what ways the selected material illustrates this.

At the start of the course, the teacher specifies how many assignments need to be submitted during the semester and how many of these are to be selected for the digital portfolio at the end of course. The content and format of the assignments will be determined by the teacher, in consultation with students, if applicable.

If an oral defence is required, students have to be able to explain how the portfolio exemplifies the course's theory and methods, as well as reflect on the extent to which the portfolio material meets the criteria set by the description of objectives for the course and the general, academic skills described in Section 2. Students receive a combined grade for their digital portfolio and their oral defence.

Section 16. Feedback if students do not pass a written examination

If a student fails a written examination (homework assignment, written onsite examination or similar), the student is entitled to oral feedback.

If a student wishes to receive feedback, the student must contact the examiner immediately after the publication of the grade AND within 14 days thereafter AND before any reexamination commences.

Feedback is only given verbally at a personal interview.

Section 17. Homework assignment

A homework assignment is a free or set written task with or without a subsequent oral defence.

If the homework assignment is followed by an oral defence, one grade which indicates a combined assessment of the oral and the written performance is awarded.

No supervision is provided for homework assignments.

The homework assignment may either be a written assignment about a subject or a case related to the course, or an application assignment where the project consists of the development of a software application and associated documentation in the form of a statement of the issues related to the development work.

The scope can be found in the examination regulations.

The oral examination takes the form of a dialogue between the student, the examiner(s) and the external examiner. The purpose of the examination is to give students an opportunity to

explain and elaborate on their homework assignment and to test students' understanding of the material that has been taught on the course.

Section 18. Examination aids

All written aids means that students may bring all written material for the examination, i.e. textbooks, compendia, dictionaries, notes, etc. in hard copy or electronic format. The Internet cannot be used.

All aids means that all written aids as well as the Internet may be used. Students are, however, not permitted to exchange information or otherwise contact other examinees or persons outside the examination room during the examination.

Designated aids means the aids which have been specified by the teacher setting the examination.

Section 19. Portfolio

Portfolio means 'folder', i.e. a folder containing assignments that students return at the end of the course.

Section 20. Written examination

A written examination is a written in situ assignment. All written examinations are taken on a computer unless otherwise specified in the discipline descriptions.

Section 21. Project-based courses

Students are able to gain credits for the following courses based on a project-oriented course:
Optional courses

The rules for credit transfer from a project-based course are as follows:

Students who have had an internship may apply to the Academic Study Board to have their merits from their project-based course transferred. Students must clearly state in the application the technical content and the relevance this has to the overall aim of their course. Students must also indicate that the company has approved the course.

The Academic Study Board, the student and the internship host sign an agreement. A supervisor who is the academic supervisor is appointed from among the course's scientific staff.

The supervisor must provide reasonable guidance for students on their project-based course. The supervisor will typically also be the examiner for the students' internship reports. The Academic Study Board may in exceptional cases and after a specific assessment grant exemption from the above.

On completion of their project-based course, students are required to submit a report of 10-15 standard pages to the Academic Study Board. This report must document that the academic content that the student has relied on in his/her application has been satisfactory. The supervisor serves as examiner and assesses the report. The report is assessed as pass/fail. If the report is assessed as a fail, merits for the project-based course cannot be transferred.

Scope

ECTS	Number of hours of work on the internship	The final report	Assessment
5	110 working hours corresponding to approx. 16 working days of 7 hours, e.g. 2 days a week for 8 weeks	Max. 10 standard pages	P/F
10	230 working hours corresponding to approx. 32 working days of 7 hours, e.g. 3 days a week for 11 weeks	Max. 15 standard pages	P/F

Career Management Skills

In parallel with the project-based course, students undertake four mandatory courses in Career Management Skills. These courses provide students with the skills to utilise their own career resources in the company in which students are undertaking their project-based courses. Students will also be able to reflect on how skills can be identified and communicated in order to put them into play in relation to different career perspectives.

The Career Management Skills courses focus on increasing students' understanding of the diversity of career opportunities for which students become qualified through their course and their project-based internships. Themes on these courses include clarification of skills, written communication in applications and CVs when searching for a job, understanding and use of networks for career purposes, understanding of the dynamics of a job interview as well as development of students' own career strategy.

If students are completing their project-based courses in Denmark, the four Career Management Skills courses will be workshop-based and take place in parallel with their internship.

If students are completing their project-based courses outside Denmark, the four courses will consist of an e-learning course, in which a number of written assignments are included.

Project report

The report must document that the academic content that the student has relied on in his/her application has been satisfactory.

The academic content in the report can be documented in a variety of ways:

Model 1 – 'Own problem formulation'

This type of report is based on a problem associated using empirical data from the internship.

This report is prepared as a traditional academic assignment with the following elements:

- A statement in the form of a brief account of the company and work undertaken
- The main body of the report: The academic assignment on the basis of a problem formulation that the student formulates in consultation with his/her internship supervisor at the University of Southern Denmark
- A personal reflection on what the student has learnt during the internship

Model 2 – ‘A project for the company’

This type of report is based on a project that students complete at the company hosting their internship. Depending on the nature of the project, the report may have the nature of a consultant’s report or a description and assessment of an application that the student has produced for the company. The same requirements for formalities and references as in the academic assignment in Model 1 do not apply.

The report has the following elements:

- A statement in the form of a brief account of the company and work undertaken
- The main body of the report: The consultant’s report/description and assessment of application
- A personal reflection on what the student has learnt during the internship

Model 3 – ‘Learning focus’

The main purpose of this type of report is to document that the student has achieved a relevant learning outcome from his/her internship.

This means that the report must include:

- The reason why the student has chosen an internship, including expectations for learning outcomes
- A description of duties, including work processes and IT/communication products that have been produced (if any)
- Relation to the course – elements/themes from the course that have been applied and how
- Reflection on the learning outcomes, including
 - Relation to the student’s own expectations
 - Experience in putting course theory and methods into practice
 - Thoughts on taking part in work practices, e.g. based on theories of practice communities

Students must agree on what kind of report they wish to prepare with their supervisor.

Section 22. Examinations taken on computer

Students take all written examinations on site on a computer unless otherwise specified in the discipline descriptions. The University of Southern Denmark’s rules on the use of computers for written examinations on site apply to all written examinations on site for which a computer is required.

http://www.sdu.dk/Om_SDU/Fakulteterne/Humaniora/Ledelse_administration/Materialesamling

Section 23. Language of teaching and examination

The specialisations of Web Communication Design:

The language of teaching and examination is English.

Section 24. Internationalisation

In accordance with the project, *Internationalisation of Degree Programmes*, as laid out in *Principles for the Implementation of, and Division of Responsibilities in Sub-Projects*, courses of study should be organised to provide the best possible conditions for achieving an international dimension in their teaching. This must be done either in the form of a period of study abroad or, alternatively, an *Internationalisation at Home* course.

The mobility window is placed in the [] semester of [the post-graduate/undergraduate programme] and gives students the option of going on a 6-month exchange in a foreign university, where they study subject elements (including optional subjects) with an overall value of 30 ECTS.

Students must obtain the Academic Study Board's approval of the credits offered by their selected modules/courses prior to commencing their period of study abroad. Students should start to plan, and to get advance approval for their period of study abroad about 2 semesters prior to the start of that period of study.

If students fail their overall period of study, they must pass the courses which in ECTS points correspond to the number of ECTS points that they need to earn in order to pass the overall period of study. The course(s) students need to pass must be relevant to their master's degree and must be approved by the Academic Study Board.

Alternatively, students must complete a free homework assignment with subsequent oral defence in English. The topic of the homework assignment must be approved by a teacher on the course. If a student needs to earn more than 10 ECTS, the student will need to complete two homework assignments. The following examination regulations apply:

Method of assessment: Free homework assignment with oral defence

Pages per student: 5 ECTS: 10 standard pages excluding cover page, table of contents, bibliography and annexes. 10 ECTS: 12-15 standard pages excluding cover page, table of contents, bibliography and annexes.

Multiple students can contribute to the assignment: No

Individual oral examination:

Duration: 30 minutes including grading

Preparation: No

Examination aids: Not permitted, but the homework assignment and any presentation materials (posters, handouts, computer presentation, etc.) may be used

Grading: Internal examination, 1 examiner

Assessment: Pass/Fail

Weighting: 5 or 10 ECTS

Internationalisation at home

Web Formats and Standards is offered as an Internationalisation at Home activity in the 1st semester.

This course is organised in such a way that it contains an international perspective in the form of literature in the English language and international standards. The language of teaching is English. The course carries a weighting of 10 ECTS.

Section 25. Weighting of grades

All grades awarded at individual examinations are weighted identically by calculating the examination average.

II. Description of degree disciplines

Core courses

Section 26. Web-mediated Communication and Interaction

a. Scope of teaching:

3 hours a week in the 1st semester

Weighting: 10 ECTS

b. Description of objectives:

Teaching is organised to focus on key learning objectives for students as indicated below. This is supported by the chosen method of assessment to promote and test students' knowledge, skills and competencies in the following areas:

Knowledge:

Students possess knowledge about:

- Communication models and theories to describe and analyse communication and interaction on the web
- Methods used in applicable research, such as interviews, questionnaires, netnography
- Models and theories that are able to describe web-mediated socio-technical environments
- Theories about how the Internet supports and modifies social communities and networks

Skills:

Students are able to:

- Analyse communication and interaction on the web
- In a reflective way to explain the opportunities and issues in the use of the Internet for communication and interaction between users

Competencies:

Students are able:

- Independently to complete studies of web-mediated social communities and networks

c. Course content:

The course focuses on web-mediated communication and interaction. The course discusses how classic transmission and interaction concepts of communication theory must be adapted and developed so as to be used for analysis of communication and interaction on the web. Students work on the development of an understanding of web media as part of a more comprehensive socio-technical environment. Students then focus on how the web can support social groups, communities and networks, and the influence web mediation has on social roles, communicative structures and networking. Students look at both interaction in pure online environments and on interactions across

physical and virtual contexts. Finally, students work with practical examples and cases in the field of communication where the Internet plays an essential role.

d. Teaching and working methods:

Teaching is organised in such a way that it supports the humanities model for active learning and activating teaching described in Section 8. At the start of course, the teacher explains to students how the study activities are organised.

e. Assessment criteria:

Taking into account the method of assessment and level attained in the 1st semester, emphasis will be placed on the extent to which student performance meets the described objectives as well as on the degree to which students have achieved the general skills objectives set out in Section 2, in particular nos. 2 and 2, 4-7, 12-14, which the course particularly underpins. Grades are awarded according to the degree of fulfilment of the description of objectives as set out in the Grading Scale Order.

f. Examination regulations:

Method of assessment: Digital portfolio with oral defence

Multiple students can contribute to the paper: Yes, assignments that form part of the portfolio may be completed by a maximum of 4 students. The contribution of each student must be clear in order to allow individual assessment.

The scope of the portfolio: The teacher determines how many assignments are to be set. The introduction to the portfolio must also be an electronic document. It includes a maximum of 4 standard pages if no presentation of the student and the student's learning objectives is to be included, and 7 standard pages if included.

Oral examination:

Maximum number of participants: 4

Duration: One student 20 minutes incl. grading; two students 30 minutes incl. grading; three or four students 40 minutes incl. grading

Preparation: No

Examination aids: Not permitted, but the digital portfolio and any presentation materials (posters, handouts, computer presentation, etc.) may be used

Grading: External examination

Assessment: One grade according to the 7-point grading scale which indicates a combined assessment of the oral and the written performance is awarded

Weighting: 10 ECTS

Re-examination: Same as ordinary examination.

Section 27. Web Formats and Standards

a. Scope of teaching:

3 hours a week in the 1st semester

Weighting: 10 ECTS

b. Description of objectives:

Teaching is organised to focus on key learning objectives for students as indicated below. This is supported by the chosen method of assessment to promote and test students' knowledge and skills in the following areas:

Knowledge:

Students possess knowledge about:

Key data, document and presentation formats and standards and their implications for the technological development of the World Wide Web, especially Web 2.0 and 3.0

Skills:

Students are able:

To use these for specific communication purposes in web communication

To evaluate the opportunities and issues through the use of these formats and standards for web communication, including data exchange and integration

To analyse and evaluate selected initiatives, projects and technologies on Web 2.0 and 3.0, based on these formats and standards

c. Course content:

The course includes a thorough scientific and research-based introduction to web communication with particular emphasis on key areas relevant to web formats and standards. The course provides a brief general overview of the technological developments on the World Wide Web with the main emphasis on key Web 2.0 and 3.0 concepts. Students then work on a range of selected data, document and presentation formats and standards and their importance for communication on Web 2.0 and 3.0. Students focus both on human-to-human communications and data exchange and integration between software systems. The course involves specific examples of projects, initiatives and technologies on Web 2.0 and 3.0.

d. Teaching and working methods:

Teaching is organised in such a way that it supports the humanities model for active learning and activating teaching described in Section 8. At the start of course, the teacher explains to students how the study activities are organised.

e. Assessment criteria:

Taking into account the homework assignment and the theoretical and practical angles of the course, emphasis will be placed on the extent to which student performance meets the described objectives as well as the degree to which students have achieved the general skills objectives mentioned in section 2, in particular nos. 1-6 and 11, which the course particularly underpins. The assessment of pass/fail signifies whether students master the general and discipline-specific skills overall to a sufficient degree.

f. Examination regulations:

Method of assessment: Homework assignment

Duration: 1 week

Multiple students can contribute to the paper: No

Pages per student: Max. 14 standard pages excluding cover page, table of contents, bibliography and annexes

Grading: Internal examination, 1 examiner

Assessment: Pass/Fail

Weighting: 10 ECTS

Re-examination: Same as ordinary examination.

Section 28. User Studies and Evaluation of Digital Interfaces

a. Scope of teaching:

3 hours a week in the 2nd semester

Weighting: 10 ECTS

b. Description of objectives:

Teaching is organised to focus on key learning objectives for students as indicated below. This is supported by the chosen method of assessment to promote and test students' knowledge, skills and competencies in the following areas:

Knowledge:

Students possess knowledge about:

- Developments in the field of HCI and interaction design in order to be able to place the course's methods in a historical context
- Core concepts and methods in user studies
- Core concepts and methods in the evaluation of digital user interfaces
- Key theories, concepts and principles in the field of usability and user experience
- Understanding and on a scientific basis reflecting on the knowledge of these areas and be able to identify scientific problems

Skills:

Students are able:

- To assess and reflect on the methods that are appropriate for user studies and evaluation expedient to apply to specific design processes
- To communicate with both experts and non-experts on methodological and practical issues in relation to planning and conducting user studies and evaluation

Competencies:

Students are able:

- Independently and in collaboration with others to plan and conduct user studies and evaluation, analyse and present results and convert them into design proposals in the form of e.g. paper prototypes or wireframes
- To deal with problems and implications in relation to planning and conducting user studies and evaluation in an independent, systematic and critical way

c. Course content

The course includes a thorough research-based and practical introduction to user studies and evaluation of digital user interfaces with special emphasis on theories and methods that are able to support usability and user experience. A variety of methods are reviewed, tested and discussed, for example, qualitative interview, observation, questionnaire, think-aloud tests and expert evaluation. Students are also introduced to methods of design anthropology, participatory design and participatory innovation. The course includes a case study where students are given the opportunity to plan and carry out an investigation and at the same time collect empirical data for their final homework assignment.

d. Teaching and working methods:

Teaching is organised in such a way that it supports the humanities model for active learning and activating teaching described in Section 8. At the start of course, the teacher explains to students how study activities are organised.

e. Assessment criteria:

Taking into account the method of assessment, homework assignment and level attained in the 2nd semester, emphasis will be placed on the extent to which student performance meets the described objectives as well as on the degree to which students have achieved the general skills objectives set out in Section 2, in particular nos. 1-6 which the course particularly underpins. Grades are awarded according to the degree of fulfilment of the description of objectives as set out in the Grading Scale Order.

f. Examination regulations:

Method of assessment: Homework assignment with oral feedback

Homework assignment:

Duration: 1 week

Pages per student: 1 student max. 11 standard pages, 2 and 3 students max. 10 standard pages. All page numbers exclude cover page, table of contents, bibliography and annexes

Multiple students can contribute to the assignment: Yes. Max. 3 students. The contribution of each student must be clear in order to allow individual assessment

Grading: External examination

Assessment: 7-point grading scale

Weighting: 10 ECTS

Oral feedback:

Duration: 20 minutes per homework assignment. Only the examiner participates

Re-examination: Same as ordinary examination.

Section 29. Project

a. **Scope of teaching:**

Project-based course in 2nd semester. Teaching takes the form of supervision.
Weighting: 10 ECTS

b. **Description of objectives:**

Teaching, which takes the form of supervision, is organised to focus on key learning objectives for students as indicated below. This is supported by the chosen method of assessment to promote and test students' knowledge, skills and competencies in the following areas:

Knowledge:

Students possess knowledge about:

- Central theories and methods within the selected course

Skills:

Students are able:

- Independently to delimit and define a problem in the area of web communication
- Evaluate the relevance of theories, methods and tools for the resolution of this problem
- Critically and independently apply such theories, methods and tools in the resolution of the problem
- Address sources critically and document these using references, notes and bibliography
- Collect their results in a clear, structured and linguistically correct presentation that meets academic requirements for analysis, argumentation and evidence

Competencies:

Students are able:

- Work in a problem-oriented way, including being able to let a problem formulation govern their selection of fields of enquiry, theories, literature and methods
- To initiate and participate in academic collaboration

c. **Project content and topic:**

The project is a major written assignment that gives students the opportunity of to work with other students to identify, define and immerse themselves in a problem in the field of web communication and through their work on this problem to demonstrate their ability to evaluate and apply academically relevant theories, methods and tools. The project topic is offered by the course teachers, and the aim is that the project should be completed in partnership with a public or private sector organisation. The project problem formulation is agreed between teacher and student on the basis of proposals submitted by the student.

d. **Teaching and working methods:**

Project-based courses where all the teaching hours are converted to supervision hours. Teaching is organised in such a way that it supports the humanities model for active learning and activating teaching described in Section 8. At the start of course, the teacher explains to students how study activities are organised.

- e. **Assessment criteria:**
Taking into account the method of assessment and level attained in the 2nd semester, emphasis will be placed on the extent to which student performance meets the described objectives, as well as on the degree to which students have mastered the general competence skills objectives set out in Section 2, in particular, nos. 1-10 and 13. Grades are awarded according to the degree of fulfilment of the description of objectives as set out in the Grading Scale Order.

- f. **Examination regulations:**
Homework assignment is to be completed in groups of 3-4 students.

Method of assessment: Free homework assignment with oral defence

Homework assignment:

Pages per homework assignment: Max. 50 standard pages excluding cover page, table of contents, bibliography and annexes

Multiple students can contribute to the assignment: Yes. 3-4 students. The contribution of each student must be clear in order to allow individual assessment.

Oral group examination:

Maximum number of participants: 3-4

Duration: 3 or 4 students: 40 minutes

Preparation: No

Examination aids: Not permitted, but the homework assignment and any presentation materials (posters, handouts, computer presentation, etc.) may be used

Grading: External examination

Assessment: One grade according to the 7-point grading scale which indicates a combined assessment of the oral and the written performance is awarded

Weighting: 10 ECTS

Re-examination: Same as ordinary examination.

Section 30. Corporate Communication

- a. **Scope of teaching:**
3 hours a week in the 3rd semester
Weighting 10 ECTS
- b. **Description of objectives:**
Teaching is organised to focus on key learning objectives for students as indicated below. This is supported by the chosen method of assessment to promote and test students' knowledge, skills and competencies in the following areas:

Knowledge:

Students possess knowledge about:

- How basic organisational paradigms and processes affect the overall communication of an organisation
- Core concepts and models in the field of corporate communication focusing on the concept of stakeholders and the strategic direction of the company's overall communication

Skills:

Students are able:

- To apply the course's theories, strategies and methodologies in planning or using web-based communication in a wider organisational context
- On a theoretical basis to analyse, plan, initiate or assist in the implementation of internal processes related to organisational communication, e.g. socialisation of new organisation members, conflict management, etc.
- On a theoretical basis to analyse and evaluate the role corporate communication plays, e.g. in strategic communication of value-laden genres such as mission and vision statements, CSR statements, environmental statements etc. and communication strategies on social media
- To evaluate and analyse the specific ethical IT issues that may arise in connection with communication in and around organisations

Competencies:

Students are able:

- To participate in and undertake academic and personal responsibility in the context of multi-disciplinary planning of communications-related activities in an organisation externally and internally

c. Course content:

Classes give students an overview and understanding of organisational paradigms, structures, processes and forms of communication in a company or organisation. Students build up a basic knowledge and understanding of key concepts, models, and theories within both organisational communication and other aspects of corporate communication, including stakeholder communication, value communication and relational communication. Classes qualify students to convert their knowledge and skills into business-based practice.

d. Teaching and working methods:

Teaching is organised in such a way that it supports the humanities model for active learning and activating teaching described in Section 8. At the start of course, the teacher explains to students how study activities are organised.

e. Assessment criteria:

Taking into account the method of assessment and level attained in the 3rd semester, emphasis will be placed on the extent to which student performance meets the described objectives as well as on the degree to which students have achieved the general skills objectives set out in Section 2, in particular nos. 2-7, 9 and 11 which the course particularly underpins. The assessment of pass/fail signifies whether students master the general and discipline-specific skills overall to a sufficient degree.

- f. **Examination regulations:**
Method of assessment: Homework assignment
Duration: 3 days
Pages per student: Max. 10 standard pages excluding cover page, table of contents, bibliography and annexes
Multiple students can contribute to the paper: No
Grading: Internal examination, 1 examiner
Assessment: Pass/Fail
Weighting: 10 ECTS

Re-examination: Same as ordinary examination.

Section 31. Optional courses

- a. **Scope of teaching:**
Weighting: a total of 10 ECTS
- b. **Description of objectives:**
Students must:
- Deepen their knowledge of areas relevant to web communication
 - Achieve broader web communication skills

In principle, optional courses may be taken at any higher educational organisation in Denmark or abroad, as long as the content is applicable to web communication. If students wish to take an optional course at another higher educational organisation or under another academic study board in the Faculty of Humanities, students must consult the Academic Study Board for Information and Communication Studies to ensure that the optional course can be approved.

- c. **Teaching content**
Optional courses include teaching within a closely delimited topic or field that in web communication.
The course must have been approved by the Academic Study Board.
- d. **Teaching and working methods:**
Depends on the optional course.
- f. **Assessment criteria:**
Depends on the optional course.
- g. **Examination regulations:**
Depends on the optional course.

Section 32. Master Thesis Workshop

a. Scope of teaching:

1 hour a week in the 3rd semester. The hours can be taken as block seminars with 3-4 meetings per semester. The course does not carry a separate weighting, but is included in the 30 ECTS of the thesis.

b. Description of objectives:

Teaching is organised to focus on key learning objectives for students as indicated below.

Knowledge:

Students possess knowledge about:

- The advantages and disadvantages of different scientific and theoretical approaches and methods for the treatment of the topic of the thesis

Skills:

Students are able:

- To provide a rigorous and focused oral presentation of theory relevant to the topic of the thesis
- To assess the advantages and disadvantages of different scientific and theoretical approaches and methods for the treatment of the topic of the thesis
- To formulate a draft project description for the thesis
- To explain the outcome of a project-focused literature search

c. Course content:

The course focuses on supporting students in their choice of thesis topic and problem formulation and project description for the thesis. Students work with theories and methods relevant to their thesis topics on the basis of students' own literature searches and method suggestions. The course focuses on the scientific and theoretical aspects of students' project ideas.

d. Teaching and working methods:

Group lessons, project-related literature searches, student presentations, peer and teacher feedback, e-learning.

e. Assessment criteria:

The course is not tested separately as the fulfilment of the description of objectives forms part of the preparation for the thesis.

f. Examination regulations:

The course is not tested separately as the fulfilment of the description of objectives forms part of the preparation for the thesis.

Section 33. Thesis

a. Scope:

The thesis is written in the 4th semester and concludes the degree
Weighting: 30 ECTS

b. Description of objectives:

Students must:

Knowledge

- have a thorough knowledge of the course's core areas, theories and methods
- have a thorough knowledge of relevant research literature for their selected topic

Skills

- be able critically and independently to investigate, analyse and discuss the technical problem in the light of the described intentions using applicable academic theories and methods and be able to argue on a sustainable basis of scientific knowledge
- be able to address sources critically and document these using references, notes and bibliography
- be able in a qualified way to account for relevant research literature
- be able to systematise complex knowledge and data as well as identify and prioritise aspects that are significant to the topic
- be able to evaluate and revise their own methodological and theoretical approaches
- be able to retrieve and summarise survey results
- be able to collate their results in a clear, structured and linguistically correct presentation that meets academic requirements for analysis, argumentation and evidence.
- be able in summary form to account for their intentions with the work, its approach, theoretical basis, analyses and results.

Competencies

- be able to control the thesis process, including be able to delineate and define a topic for the thesis and based on this to formulate a clear scientific issue that is productive to the selected area
- be able to initiate and implement course-related and interdisciplinary cooperation where this is required as part of the work on the thesis
- independently to take responsibility for their own academic development and specialisation, including assessing strengths and weaknesses in their own work

c. Thesis content and topic:

The thesis is a major written assignment that provides students with the opportunity on their own to immerse themselves in a topic in the area of web communication and demonstrate their ability to apply scientific method. The topic of the thesis is chosen by students in consultation with one of the permanent teachers of the course who will act as supervisor. It is recommended that students should consider thesis topics and contact a supervisor already at the beginning of their 3rd semester.

d. Assessment criteria:

Taking into account the format of the thesis and level of the master's degree in the last semester, emphasis is placed on the extent to which student performance meets the

described objectives. The course will support all objectives as described in the general skills objectives in Section 2.

Grades are awarded according to the degree of fulfilment of the description of objectives as set out in the Grading Scale Order.

e. Examination regulations:

The thesis is a written homework assignment. The thesis can be written in Danish or English.

Method of assessment: Master's thesis

Multiple students can contribute to the thesis: Yes. Max. 2 students. The thesis must clearly state who is responsible for which parts of the work. Introduction and conclusion may be written jointly. Individual grades are awarded.

Pages per student, thesis: 60-80 standard pages excluding cover page, table of contents, abstract (summary), bibliography and annexes. If the thesis is written by two students: plus 50%.

Pages per student, abstract: 1-2 standard pages

Foreign language abstract: If the thesis is written in Danish, the abstract must be in English. If the thesis is written in English, the abstract must be in English or Danish.

Grading: External examination

Assessment: 7-point grading scale. The assessment of the thesis abstract may reduce or increase the overall grade.

Weighting: 30 ECTS

Specialisation Web Communication Design

Section 37. Web Communication and Web Production

a. **Scope of teaching:**

3 hours a week in the 1st semester
Weighting: 10 ECTS

b. **Description of objectives:**

Teaching is organised to focus on key learning objectives for students as indicated below. This is supported by the chosen method of assessment to promote and test students' knowledge, skills and competencies in the following areas:

Knowledge:

Students possess knowledge about:

- Principles for effective web communication
- The difference in web set-up for various clients, such as mobile media and traditional PC clients
- Server-client-architecture and protocols used on the Internet

Skills:

Students are able:

- To analyse and evaluate specific examples of web communication based on principles for effective web communication
- *To produce* web documents consisting of text as well as graphic and multi-modal elements adapted to different web media and web genres
- To use common standards and markup languages for use in the production of web documents

Competencies:

Students are able:

- To manage work and development situations related to analysis, evaluation and production of web-based communication, including web-based communication

c. **Course content:**

The course gives students knowledge about factors that are key to the production of web documents and theoretical and practical principles for good web communication are examined. The course teaches the theories of web communication, including visual and multi-modal communication, web genres and user behaviour in order to evaluate the application of communication models and analytical methods to web documents and students are trained in the analysis and evaluation of web documents. Students are trained to produce documents independently or in cooperation with others. These documents are adapted to the special communication conditions in web media and to utilise the facilities of these media.

In addition, the course imparts theoretical knowledge and technical skills that are needed to develop and publish web documents. The main emphasis is on the use of appropriate markup languages for markup of elements in a web document. The course

explains how to determine document appearance using formatting rules and special formatting techniques.

d. Teaching and working methods

Teaching is organised in such a way that it supports the humanities model for active learning and activating teaching described in Section 8. At the start of course, the teacher explains to students how study activities are organised.

e. Assessment criteria:

Taking into account the method of assessment and study stage in the 1st semester, emphasis will be placed on the extent to which student performance meets the described objectives as well as on the degree to which students have achieved the general skills objectives set out in Section 2, in particular nos. 2 and 2, 4, 6, 8-10 and 14, which the course particularly underpins. Grades are awarded according to the degree of fulfilment of the description of objectives as set out in the Grading Scale Order.

f. Examination regulations:

Students are examined in the course on the basis of a homework assignment based on a software application students have developed during the semester. The software application can be developed in accordance with the students' own choices in groups of max. 2 students, but the homework assignment is a separate, individual assignment. Students are given 1 week in which to complete the homework assignment.

Method of assessment: Homework assignment

Duration: 1 week

Pages per student: Max. 10 standard pages excluding cover page, table of contents, bibliography and annexes

Multiple students can contribute to the assignment: No

Grading: Internal examination, 2 examiners

Assessment: 7-point grading scale

Weighting: 10 ECTS

Re-examination: Same as ordinary examination.

Section 38. Value-based Design

a. Scope of teaching:

3 hours a week in the 2nd semester

Weighting: 10 ECTS

b. Description of objectives:

Teaching is organised to focus on key learning objectives for students as indicated below. This is supported by the chosen method of assessment to promote and test students' knowledge, skills and competencies in the following areas:

Knowledge:

Students possess knowledge about:

- Key theoretical positions, concepts and methods within the field of value-based design
- Ethical IT issues and theoretical concepts

Skills:

Students are able:

- To evaluate and reflect on how technologies can be designed to take ethical values into account
- To analyse human-technology interaction based on theories and methods in the fields of value-based design and IT ethics

Competencies:

Students are able:

- To manage work and development situations so that IT ethics issues are handled proactively at the design stage

c. Course content

The course provides students with an overview and understanding of the theoretical and methodological aspects of the field of value-based design, including privacy-enhancing design. The course also focuses on ethical IT issues related to topics such as big data and privacy, privacy as a business driver and human-robot interaction.

d. Teaching and working methods:

Teaching is organised in such a way that it supports the humanities model for active learning and activating teaching described in Section 8. At the start of course, the teacher explains to students how study activities are organised.

e. Assessment criteria:

Taking into account the method of assessment which is an oral examination and the study stage in the 2nd semester, emphasis will be placed on the extent to which student performance meets the described objectives as well as the degree to which students have achieved the general skills objectives set out in Section 2, in particular nos. 1-11, 13 and 14, which the course particularly underpins. Grades are awarded according to the degree of fulfilment of the description of objectives as set out in the Grading Scale Order.

f. Examination regulations:

This course is assessed on the basis of an oral examination at the end of the second semester. Prior to the preparation time the student draws a curriculum question. The exam starts with a 5-minute presentation by the student followed by a discussion between the examiners and the student on the basis of the exam question and the student's presentation. However, the student must also be able to relate to other curriculum topics.

Method of assessment: Individual oral examination

Duration: 20 minutes incl. grading

Preparation: 20 minutes

Examination aids: All written aids

Grading: Internal examination, 2 examiners

Assessment: 7-point grading scale
Weighting: 10 ECTS
Re-examination: Same as ordinary examination.

Section 39. IT Pedagogics in Organisations

a. **Scope of teaching:**

3 hours a week in the 3rd semester
Weighting: 10 ECTS

b. **Description of objectives:**

Teaching is organised to focus on key learning objectives for students as indicated below. This is supported by the chosen method of assessment to promote and test students' knowledge, skills and competencies in the following areas:

Knowledge:

Students possess knowledge about:

- Theories of pedagogy and design for learning
- IT-based skills development in organisations
- E-learning and web-mediated communication and learning
- E-learning platforms, web technologies for learning and digital learning spaces

Skills:

Students are able:

- To explain and evaluate theories of knowledge and communication for learning
- To analyse and evaluate specific e-learning platforms with a view to both implicit pedagogy and practical learning use in organisations

Competencies:

Students are able:

- To design and advise on web-mediated courses in an organisational context
- Analyse, evaluate and apply IT-pedagogical methods for skills development in the workplace

c. **Course content:**

Teaching is based on theories of pedagogy, learning and knowledge.. The course focuses on IT systems as learning spaces in an organisational context. Students analyse and evaluate the learning design of workplace courses. Special emphasis is on various forms of e-learning. Furthermore, the theoretical and practical potentials of IT pedagogical methods for skills and human resource development are covered.

d. **Teaching and working methods:**

Teaching is organised in such a way that it supports the humanities model for active learning and activating teaching described in Section 8. At the start of course, the teacher explains to students how study activities are organised.

e. **Assessment criteria:**

Taking into account the method of assessment and level attained in the 3rd semester, emphasis will be placed on the extent to which student performance meets the

described objectives as well as on the degree to which students have achieved the general skills objectives set out in Section 2, in particular nos. 2, 4-7, 11-14, which the course particularly underpins. Grades are awarded according to the degree of fulfilment of the description of objectives as set out in the Grading Scale Order.

f. Examination regulations:

Method of assessment: Digital portfolio

Multiple students can contribute to the paper: Yes, assignments that form part of the portfolio may be completed by a maximum of 4 students. The contribution of each student must be clear in order to allow individual assessment

The scope of the portfolio: The teacher determines how many assignments are to be set. The introduction to the portfolio must also be an electronic document. It includes a maximum of 4 standard pages if no presentation of the student and the student's learning objectives is to be included, and 7 standard pages if included.

Grading: Internal examination, 2 examiners

Assessment: 7-point grading scale

Weighting: 10 ECTS

Re-examination: Same as ordinary examination.

III. Commencement and transitional provisions

Section 43. Validity

This Master's programme has been prepared pursuant to Ministerial Order no. 1328 of 15 November 2016 on Bachelor and Master's (Candidatus) Programmes at Universities and affects students up to 1 September 2017 or later.

Section 44. Approval

Recommended for approval by the Academic Study Board for Information and Communication Studies of 25 August 2016.

Approved by the Deans office of the Faculty of Humanities 30 June 2017.

Section 45. Transitional provisions

Der undervises altid efter nyeste pensum og nyeste fagbeskrivelser.

Section 46. Later amendments to the curriculum

General part

IV. Common provisions for humanities courses at the University of southern Denmark

Can be found on the Faculty Secretariat website under:

http://www.sdu.dk/om_sdu/fakulteterne/humaniora/studerende/faellesbestemmelser

For an exemption from the rules contained in the curriculum:

The University of Southern Denmark is entitled, when it is justified by exceptional circumstances, to grant exemptions from those rules in the curriculum that have been set by the University of Southern Denmark (cf. Consolidation Act on Bachelor and Master's Degree Programmes at Danish Universities).