

The external evaluation of the *International Master of IT and Learning, 120 ECTS* at the University of Gothenburg, 2018/19

The aim of the evaluation

The overall aim of the work of the external evaluation group – on behalf of the Department of Education, Communication and Learning at the Faculty of Education, University of Gothenburg – has been to scrutinize the academic and pedagogic quality of the full-time program *International Master of IT and Learning, 120 ECTS*. The term “quality” comprises among other things the student’s results in relation to the learning- and examination goals, according to the state regulations for universities – *The Higher Education Ordinance* (1993:100). However, quality also relates many other things, as the relevance of the program for the students, and for the society at large. This rather broad commission has, by the Faculty, been specified by a number of criteria (Appendix 1). The evaluation group has operationalized these criteria, and also added a few more the interview guide (Appendix 2).

The results of the commission’s work in relation to the criteria for, and focus of, the evaluation

Program description

The development of the program was initially motivated by the faculty’s interest to make their education more international, and it was launched in 2012 (*Sammanfattande beskrivning: Internationell Master in IT and Learning, 120 ECTS – ITLGU; 2018-05-31*). Since the university wanted to create international course programs, and also had a rather broad competence in the area of educational technology and learning, the university wanted to build a program within this area that involved related disciplines.

In the program description, the interdisciplinary base is emphasized, with reference to the previous research program LinCS, at the Department of Education, as a hub. The LinCS milieu is now closed down but, as the teachers expressed it, this has not in any negative way affected the cooperation between the teachers, rather the opposite. However, an interdisciplinary approach is not necessarily the same as (personal) cooperation between teachers from different departments. The question, as we see it, is in what ways an

interdisciplinary approach is built into the program, its course structure and its evaluation standards.

Based on the experiences throughout the years, the program seems to have moved from a strong research affiliation towards a broader scope, including stakeholders and business-firms outside the academy. It would perhaps be possible that this change could be even more focused in terms of the construction and content of the program.

Academic vs working-life focus

Awareness of the dynamics between working-life career and academic research is expressed in the documents of the program. The challenge of balancing the teachers' research-interests with (most) students' interest of education for work has been discussed among the teachers, and is documented as well. From the students' perspective, however, the balance between the research-orientation and the work-orientation seems not yet to be as clear. The interviewed students expressed some ambivalence on how to view theory and practice, and had to some extent also expectations on developing practical design- and programming competence in the courses.

Course description and content

The English brochure "Information technology and learning", starts with: "Do you want to *understand* how information technologies impact the way we use knowledge and learn in schools, higher education, working-life, and society? Do you want to *be a leader* in the planning, implementation and analysis, of emergent technologies for learning?" (our emphasis). This seems to be a rather broad, and somewhat unfocused, ambition for a master program. For example, it might take some time to become a qualified researcher on how to understand the use of technology in society, as well as to acquire competence as a planner for the implementation of new technology in a school or a private enterprise on the background of knowledge about local conditions, finance and policy programs. The description of the program was revised in October 2018, with a larger emphasis on qualified practical work. As we understand it, the program has not yet come to terms on what to focus on and how to do this.

The program is constituted by 6 courses (15 ECTS) and a 30 ECTS master thesis. The program entails seven separate courses, whereof five are compulsory and two are optional:

Year 1:

- Technology, knowledge and learning (15 ECTS)
- Literacy in the digital world (15 ECTS)
- Applied methods and design for information technology and learning (15 ECTS)
- Digital tools for communication and learning (15 ECTS)

Year 2:

- Optional course (15 or 7,5 + 7,5 ECTS)
- Optional course (15 or 7,5 + 7,5 ECTS)
- Master's thesis (30 ECTS)

It is also emphasized that these courses constitute the two main fields of study respectively:

A) *Education with Specialization in Learning, Communication and Information Technology.*

- Technology, knowledge and learning (15 ECTS)
- Literacy in the digital world (15 ECTS)
- Master's thesis (30 ECTS)

B) *Applied Information Technology with specialization in Learning and Communication.*

- Applied methods and design for information technology and learning (15 ECTS)
- Digital tools for communication and learning (15 ECTS)
- Master's thesis (30 ECTS)

IT as information vs IT as communication

The title of the program syllabus (Programme syllabus, 2013-10-08) includes the concept of "information", whereas in the syllabus content and learning outcomes in relation to the concept "communication" is used more frequently. It is somewhat unclear what is meant by the concepts and why the communication concept is elaborated the way it is. The syllabus is the formal control document, and part of the communication to potential students, and would probably gain by a more stringent and elaborated use of the central concept(s).

The two main fields of study – on handling, storing and transmitting information (Information Technology, Master 60 ECTS) vs a focus on social communication and learning (Education, Master 120 ECTS) – obviously leads to two different course structures in relation to the overall theme of "technology and learning". This labelling reflects the various interests and competences from the partaking departments. This concerns in some parts overlapping courses, and many of the teachers are actually teaching in both programs. We will later discuss further how this might be clarified.

Recruitment of students

If we look at the recruitment to the master program, it seems as it has not developed as expected:

Year	Capacity	Applicants (first choice)	Accepted
HT-14	30	47	41
HT-15	60	57	42
HT-16	50	46	34
HT-17	45	45	37

To this list can be added that the drop-out rate seems high – 21 out of possible 55 individual papers were examined up to 2018 (38%). However, it is, however, not an easy task to get a clear picture of which numbers that are to be taken into account.¹

The program recruits a wide spectrum of students, both those who wants to continue with research education, and those students who take the course to be able to work with digitization in different aspects in schools or private enterprises. The teachers also emphasized in the interview that they need to work more with “social management”, like informal gatherings, Gaming nights or arrangements with students from the magister program.

Course literature

The compulsory course literature varies between the courses. Firstly, the number of pages varies between 500 – 1900 pages. Additional suggested literature could to some extent even out these differences, but still it is evident that some courses require very little reading. This seems especially evident for TIA132, TIA130, PDA678 and PDA675. However, more disturbing is that some of the literature seems outdated, published in the 1980s and 1990s, in areas that have been substantially developed over the years in relation to modern media techniques and ICT development. Moreover, there is a large gender imbalance in the overall course literature, which is heavily dominated by male authors.

The literature is easy to change, according to the interviews with the teachers. Therefore, it might be a relatively easy task to change, and expand, the literature in terms of a) perhaps a

¹ For example, the Department's comment to our interpretation was: “[...] this picture can be developed further since there are a number of students each year who register, but are very quickly unable to continue due to visa or housing issues. In 2014 there were 7 such cases and 6 each in 2015 and 2016. This means that in practice, to get a sense of how many students drop-out of the program once they have started attending courses, the number of possible graduates by the end of 2018 should be lowered to 36. This means that 21 out of a possible 36 students graduated by the end of 2018, or 58%.”

more focused course content; b) more up-to-date literature; as well as c) more literature by female writers/researchers.

Examination results

Completion rates

The student completion rate is 5 of 22 in 2014 cohort and 5/17 in 2015 cohort respectively, that gives a total of 10 graduations (equal between male/female students) from two years of students. These two years thus shows an average student completion rate of approximately 25%.

The quality of examination papers

Six master thesis were examined each of the years 2016–17, and 9 in 2018. We have looked closer at four of these, and to our opinion, the thesis – and the evaluation in terms of credit points – follow established academic standards.

The organization of the courses

The master program is campus based. Some of the students in the latter program complained that they, when taking courses at IPKL, did not have the same kind of digital access as the students at the IT-department. This might be one difficulty if the departments want to develop the inter-relation between the two programs.

Forms and variations of examinations

The different courses in the program consist of about 2 to 4 examinations respectively. The variation of examination methods is great. About half are oral, and half are written. The major part of the examinations are individual, which gives a good basis for individual grading according to the *Rules and Regulations for First- and Second-cycle Studies at the University of Gothenburg*. Several examinations are based on activities on the Learning Management System, which is strongly related to course content and learning outcomes on a general level. The progression in this respect, is, however, unclear and an overview of examinations and digital activities would be beneficial.

The total amount of exam-works highlights the difficulty in academic programs aimed at supporting high-level, further education for professionals. And it calls for a reflection on possible alternative ways of producing a thesis. Even though “the thesis course offers two ways of conducting the work, as a theoretically grounded *development project* or as a traditional research-oriented thesis presented as either a *standard manuscript* or as an introduction and *research article* [...]” (comment from the department), there seems to be a need to further develop the examination forms. This could possibly help the students to feel more aligned with their practical ambitions at the same time as they get research training.

We can notice that the teachers have allowed for joint exam-seminars with a broader audience, i.e. students and representatives from stakeholders.

Contacts with stakeholders and internship/trainee-programs

Students are offered contacts with stakeholders by the teachers, and they can involve stakeholders in their thesis, one of the courses (PDA 678) involves internship or other placement. One route in the development of the program could therefore be to expand on this.

Allocation of resources

The allocation from the two different faculties involved in the program differs in that twice as much money is distributed at the IT Faculty compared to the Faculty of Education, which means that there are differences in what amount of teaching the different course budgets allow for.

The board express a wish to get more aid from the university in relation to admission procedures. Many applications are difficult to evaluate in order to find the matching qualifications.

Is the teaching based on research and proven experience?

The teacher's competence

Most teachers are permanently hired in both departments, which to some extent guarantee continuity in the education. However, the program involves many teachers, most of them with only a few percentages in the program. Their engagement depends on many other factors at the department. The teachers involved in the program are scientifically merited, and all but one hold PhDs. Also professors are, to a small extent, involved in the program.

This calls for a wider reflection on the recruitment of teachers, and also on the lack of training of teachers for this kind of program. Most teachers seem to be well qualified in terms of subject knowledge, but not in terms of subject-didactic knowledge (an area that contains such things as designs for learning in different learning environments, the importance of knowing about the relation between form and content in the perspective of multi-modal and multi-medial knowledge representations, and the role of exam-forms for the students focus in the courses, etc.). There is, for example, a difference between giving physical classroom classes and digitally based, distance education. Another aspect, mentioned by some teachers, was that they had to swap courses every 2-3 years, which from the perspective of building competence, was too soon according to them.

Is there any organized, professionally relevant, connection to working life in the courses?

The teachers involved in the program all have a clear academic identity and know how to argue for academic relevance. Complementary, to provide the students with applied steps in their education, people from different professions are invited in some of the courses. However, it is not clear from the documentation to what extent, or with which frequency, this takes place. The board identifies, of good reasons, risks concerning involvement with stakeholders outside academy, especially Ed Tech companies. It is of course important that different Ed Tech companies neither “take over” the research based course structure, or the program’s connections to ongoing research.

The relations between different student cohorts are supported, for example alumni are invited to meet the new students, also in Facebook groups. However, at large, these efforts seems to be on an irregular basis.

The international master students interviewed express a wish for more contact with companies and other potential future employers, they are interested in job openings as well as notifications of positions as PhD student possible to apply for. In that sense they show interest to stay in Sweden after their completion of their master studies. The board, on the other hand, said that all students got jobs after completed studies (having in mind that only a small percentage of the students seem to fulfil their studies).

Are the number of teachers sufficient for the scope and content of the courses?

Obviously, many teachers are involved in the program. But, as mentioned, it is difficult to see in what way they actually contribute to the development of the program/courses, since many of them take part on a small percentage. It seems like they “po-up” and give “their” lesson, and then disappears. It is a heavy working load for the responsible persons in each course to interweave it all.

The allocation of teaching hours for the different courses

As far as one can tell from the documentation, it seems that the departments provide students with as much teacher time as the allocation allows for.

Is the master program relevant for the students and for the society at large?

Which students are the target group, how are they addressed, and how is the goal of the program specified?

The program is described as multidisciplinary based on the collaboration between the two departments. The strong relation to research is emphasized. It is evident that the recruiting of students have not been a complete success: the students seem somewhat ambivalent to the focus of the program, and a large group of the students does not finish the program.

How is the contact with the receivers of the student's at the labour market organized?

The diverse aim of the program makes it hard to involve stakeholders. These could be "anyone". With a clearer focus of the program, relevant stakeholders could be involved - if that's what they want and need.

What are the characteristics of the students who applies for the program?

90 per cent of the students are international. The largest group comes from the EU region, and additional 5-7 students are paying students from outside EU. There seems to be a gender balance in the program.

Do the students have any influence on course planning, teaching, or assessment of the learning?

Do the student's know the course-criteria?

From our interviews, it is not clear to what extent the students know about the course-criteria. An important aspect of student engagement/involvement is to educate them on the premises of the program and the courses. And it is of course not the case that the departments anxiously should obey un-reflected wishes from the students. But, as we see it, the program would benefit from a more elaborated (two-directed) collaboration with the students, as a basis for the development of the program/courses.

In what ways are the discussions with the students held (group-wise or with students' representatives)?

All courses are evaluated by the students, and in the staff evaluation it can be seen how the results from these course evaluations are discussed. The response rate has been around 40%, which makes it difficult to draw clear conclusions. However, in the course evaluations two issues are highlighted, for example few teaching hours.

Accessibility in terms of study.-rooms, library, computer programs and platforms etc.

As mentioned above, 90 per cent of the students are international students. The board views the culture surrounding the education as typically Swedish/Nordic, and the content of the program as international. The teachers interviewed express challenges related to a diverse groups of students. Many students seem to work independently, and the teachers try to put more efforts and hours (unpaid, aside from teaching) on social activities to get the students to form groups. Different experiences among the students demand more teacher engagement, which is mostly perceived as a positive challenge. The teachers also identify strengths such as a spectra of perspectives brought by the diverse group.

The students also mention the social situation, and would like to see more interaction between the international students and the Swedish/Nordic students. A better integration and institutionalizing social activities could make it more attractive to finish the program. One teacher interviewed expresses a desire to develop blended learning and to create a more flexible learning environment with digital tools. This could be an interesting approach to explore, as it could help to better integrate the two programs. For example let the International studies follow distance education programs from a campus classroom, and bring in another teacher to scaffold the campus students with practical work following from the online lecture, e.g. discussions.

The students in the interviews mention some issues regarding the fact that the education is divided between two faculties. Firstly, there are practical matters such as access to buildings in both campuses which does not work. When not taking courses at one faculty, you don't get access to the rooms there. Such practical matters make the students feel a lack of belonging to both faculties.

This administrative challenge was also mentioned, like problems with information on administrative matters. There are different administrative systems at the two departments, which means that the IT subject and the pedagogical subject are not mixed to any large extent in the separate courses.

Is there any continuous kind of course evaluation and development of the program?

In many ways, the department has a rather robust system to follow up their course program, and the program is (like other master programs) a part of what is called "complete academic environments" (KAM – kompletta akademiska miljöer). Thereby, the link to academic research in the program is guaranteed and a natural party of the program. However, as we have pointed at, the program is also meant to be a kind of further education for the community at large. This means that the emphasis in the research orientation on the one hand could be to prepare future researchers, on the other hand to guarantee that each course module is based on research.

This also relates to the kind of course evaluations that are carried out. Are the courses mainly in line with the idea of the future recruitment of researchers, or to serve a higher level of people working with digitization in the community? It seems like there has been a change in focus, from research-based to student-based relevance.

The systematic follow up of the students results has resulted in new routines for recruitment: “since we have a small program, communication with the students and identification need for support take place continuously” (according to the Program report from 2016-17). However, it seems as more could be done here (see later discussion).

Continuous evaluation of the program

The education is continuously evaluated both internally with staff involved in teaching and with students. On the staff side, groups of teachers from the different faculties (and departments) meet to discuss and develop the areas of IT, communication and learning both from a research and an education perspective. The common responsibility for the master program is also discussed in this group.

A program board is responsible for investigating and controlling the quality of the program as a whole, and to work with developing different parts of the program to secure that the program relates to the learning outcomes in the curriculum. From the meeting protocols, it is evident that both long-term strategic (within the existing frames), as well as short-term practical matters are handled continuously.

There is also a so called program management group (“programledargrupp”) – including program managers, directors of study and department board – which has meeting every second month. This group handles budget issues, recruitments, staffing issues and issues related to education and economy. They also work with Action and Operational Plans including pedagogical development.

There is a continuous work on student dropouts in order to decrease these. One measure is to find a better match between the program and the students’ expectations of it. Another arrangement has been to use a “letter of intent”, where students write down their motives for choosing the program and their interests in the areas covered by the program. When the students have been accepted to the program, an individual study plan is drawn up, where individual choices are specified.

In yearly program reports, there are ambitious reflections around teachers’ and students’ evaluations and what could be done to develop structure and content within the program. These reports also include reflections and suggestions about how to communicate the program to potential students. Course evaluations are available for most courses in the program, but the TIA courses miss course reports dealing with future potential that are available for the PDA courses.

The relation between the master-program 120 ECTS and the Master program 60 ECTS

There is no direct overlap of the two programs in terms of course codes, but the contents of courses across the two programs have some overlap (games; research methods; IT design; supervision; etc.). The two programs include courses on: "Introduction to IT & learning", "Research methods for data collection and analysis", "Learning environments" (digital tools and design methods), as well as application areas (case studies in workplaces, education, medical domain and game-based learning). The (60 ECTS) program is more application oriented than the Int'l MA program, which has more focus on theory and methods. It can be noted that a critique of the 120 point master is that some students would like to have more application orientation (e.g. case studies) and less theory. However, this could be handled in two different ways either to explain the need and use of theoretic and methodological grounding, or to change the course content so that it contains less theory. If so, the questions arises if this really will be a course on master level?

The two programs are not very broad in in terms of subject-matter coverage in IT & learning; they are focused and overlap in a few selected areas, which are the areas the lecturers (current and former) of the two departments have specialized their work (digital games, research methods, design of IT in organizations, etc.).

Conclusions and proposals

We would like to start our summary with a general reflection concerning the need of a broader as well as a deeper digital competence in our society. Digital technology is ubiquitous, and in many sectors of our society there is a need for competence to develop strategies for further technological investments, further education of staff, and to develop new routines for information sharing. The rather rapid development of games for learning and simulation programs, as well as what concerns competence in programming, calls for knowledge and acquaintance of how to use digital technology in all its aspects.

It seems not possible for one (1) master program to fulfil all these needs and requirements. A master program aiming at developing a deeper knowledge of digitization and its consequences for society (and for further research) may therefore differ from a master program aiming giving competence in programming, as well as developing a broader practical competence to develop digital learning environments in a school or a private enterprise. If a program is too broad, it may recruit students with very different expectations, thus taking the risk that no one will be fully satisfied.

These tensions have of course been documented in reports, and has also been expressed by the interviewed staff and teachers. Nonetheless, we cannot notice any more elaborated, far-

reaching discussions of how to handle this. We think that this would be needed. So one of our propositions is that the program would benefit of a more clear direction.

There seems to be a need for a clearer goal of the program and to make it more distinct from the 60 credit program in Applied IT (alternatively make the 60 credit program be part of the 120 point program). It could be based on research or on work application? Or maybe both. But it is evident that there is a perceived tension between the two strands (research and application) among the board and especially among the students. The program would probably gain from deciding whether this is a content problem, a communication problem or something else. It is definitely no problem with either direction, but it is evident that students' expectations and program content are not completely/well synchronized, which in turn may be one of the reasons why students dropping out before finishing their studies.

It seems there are at least two ways to improve the current programs in terms of the composition of courses: 1) make the two programs more similar to allow for fewer course codes and to distinguish between short (7,5) and long (15 ECTS) versions; or 2) make the two programs more different. Regarding alternative 1 could be to use the same codes for similar courses, and make the 7,5 point version be half of the 15 point (full version) course. These "dual purpose" courses can be taught by blended learning techniques, which means 7,5 point is taught as a distance education course and 7,5 is campus based (for the int'l students in 120 ECTS program). In that sense teaching resources could be saved and the two programs may run concurrently over 2 years.

Regarding alternative 2, new courses can be added to (or replace) the longer (120 ECTS) program by taking inspiration from IT & learning courses offered at other ICT & learning programs offered at other Universities in Scandinavia and elsewhere, e.g. courses in: design-based research (a method course that bridges research methods and IT methods); programming for teachers (an important new area); digital learning analytics (also a popular topic); computer supported collaborative learning (CSCL); machine learning; maker spaces for learning (digital sloyd); and creativity and innovation.

Cooperation between the partaking departments

The cooperation with the two partaking departments (IT/Education) is old and well established. They also have a main responsibility for the each one of the programs, the master program 60 CP (magister-programmet) and master 120 CP (master-programmet) respectively. Even though these programs are given separately, some of the courses are overlapping, and for example 11 of 18 teachers in the latter program also teaches in the former. It might be a good idea to clarify the aim and direction of each of the programs, as well as why some courses are overlapping, and to relate this to the allocation of resources.

One aspect of the cooperation concerns personal contacts. There seems to be a good working atmosphere between the two departments. However, we would like to see a more

structured/organized cooperation in terms of for example course structure, course content, examination forms and evaluation standards.

Still another aspect of the cooperation concerns the financial conditions for the students. The allocation for IT-based students is twice as high as for the students at the Department of Education. This affects the amount of hours teaching hours per student, and is a complicating factor in the cooperation in terms of allocated resources for teaching/seminars/lab-hours etc.

The faculties have somewhat different administrative procedures. It seems that the two administrative systems hinder collaboration also on a more informal level. Is there any way to synchronize/coordinate these systems to facilitate collaboration and get pedagogical benefits in the interest of the students, but also for the teachers?

Marketing

Regarding student completion at program level it is closely related to their expectations and motivation to proceed with the courses. That makes marketing important, through relevant channels. Digital marketing is plausible in relation to the scope of this program, however not the only method. As the board aims for more Nordic students to enrol in the master program it would be helpful to collaborate with universities in those countries, maybe elaborate/consider exchange between staff, assignments and PhD positions. Those networks are valuable for both research and education.

Course literature

Some literature seems a bit outdated, and the courses could gain from newer literature related to perspectives from the contemporary digital learning landscape. It would also be beneficial if the literature in all courses could be balanced with regard to gender. A further suggestion is to spell out first names in literature lists to reveal the sex of the authors.

Forms of examination

Several examinations are based on activities carried out in the Learning Management System, which is strongly related to course content and learning outcomes on a general level. The progression of these activities, is, however, unclear and an overview of the relationship of examinations and digital activities would be beneficial.

We also think that the program could benefit from a more systematic work to develop the examination forms. A theoretic grounded exam work does not per se exclude a more developmental oriented project, and interesting examples can be found in other master programs.

Future collaboration

The collaboration between two departments in different faculties is a positive situation in itself. The interdisciplinarity embedded in IT and learning is demanding related to both content and pedagogy, and the societal demand for such a double competence ought to be growing. Despite that demand there are relatively few registered students and even fewer graduates, which is a conundrum. However, there are some actions that could be considered as we see it.

There is a potential for involving stakeholders to a greater extent. Several opportunities are already open for that, i.e. when the thesis is presented and when the thesis could benefit from empirical data, trials, and implication analysis. Other openings for more stakeholder involvement is to engage professionals in the courses on a more regular basis.

An International Master's Program in IT and Learning addresses import issues for several stakeholders in educational settings due to its focus on the intersection between learning and IT. The content in the program is of high relevance for professionals involved in strategic decisions; literacy in a digital world, applied methods and design for IT and learning, digital tools for communication and learning and educational game design. There is a need of professionals with such competences.

It could be of great value to share the master theses more explicitly with stakeholders, both as a way to promote the program and the faculties involved. How this process can be manifested is of course not self-evident, dependant on how much time and other resources that are available. It could range from using social media in an active way as well as be present at conferences and active collaboration with other universities.

Final comment

It has been an interesting task to scrutinize the master program on IT and learning. We have pointed at some aspect that we think would be a help for the future work, well aware of that we did not detect things that have not already been reflected upon by the staff/the teachers, or by many of the students. Our role, as we see it, has been to be critical friends. Also many other master-programs faces difficulties in line with what we have pointed at here. At large, it is a question of the role of the university in relation to societal needs. More narrowly seen, it is a question of building sustainable and also research-oriented programs at a department. We do not want to say what *should* be done, rather to point at what *could* be done to develop the program.

Rapporten avlämnad enligt ovan den 7 mars 2019

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Appendix 1

Utvärderingskriterier

Den externa bedömargruppen utvärderar hur det interna kvalitetsarbetet fungerar och om utbildningarna svarar mot följande kriterier:

- att de faktiska studieresultaten motsvarar lärandemål och högskoleförordningens examensmål
- att undervisningen sätter studenternas lärande i centrum
- att undervisningens innehåll och form vilar på vetenskaplig och/eller konstnärlig grund samt beprövad erfarenhet
- att lärarna har aktuell och adekvat ämnesmässig, högskolepedagogisk och ämnesdidaktisk kompetens samt att antalet lärare står i proportion till utbildningens omfattning och innehåll
- att utbildningen är relevant för studenternas och samhällets behov
- att studenterna har inflytande i planering, genomförande och uppföljning av utbildningen
- att en för alla studenter tillgänglig och ändamålsenlig studie- och lärmiljö föreligger
- att kontinuerlig uppföljning och utveckling av utbildningen genomförs

Utöver de ovan fastslagna utvärderingskriterierna bör bedömargruppen också beakta jämställdhetsperspektivet. Fakulteten/institutionen kan också vid behov kommunicera med bedömargruppen om några av kriterierna, delar av dem eller andra kriterier och aspekter är av särskilt intresse.

Appendix 2

Intervju-guide

Frågor till ledningsgruppen

Programmets uppkomst och inriktning. Professionsrelevans? Hur professionsrelevant är utbildningen/anser man att utbildningen bör vara?

Fungerar marknadsföringen tillfredsställande att visa presumtiva sökanden att kursen finns?

Hur ser ni på åldersfördelning och könsfördelning i studentgruppen?

Rekryterar ni studerande från andra länder?

Forskningsbaserad utbildning? Vilka professioner tänker ni er i slutändan? Identitet?

Hur tänker ni i relation till framtida "beställarkompetens" och anställningsbarhet

Lärarkompetens, lärarsammansättning, lärartid avsatt? Vad händer när LinCs-miljön upphör?

Uppföljning/utveckling av kurser. Hur ser ni på överlappningar i utbildningarna?

On what basis are courses updated / cECTSked for relevance to societal needs?

Hur ser ni på samarbetet mellan de båda medverkande institutionerna?

Applied IT.

Hur öppet är det att välja innehåll i 30 ECTS-uppsatsen? Önskemål från omvärlden? Svensk näringsliv/Gbg. Akademiska intressen/ del i forskningsprojekt? Möjliga handledare?

Antalet studenter: fler eller färre?

Genomströmning/avhopp?

Hur stor är studerandepengen?

Frågor till lärarna

Program-tänket. Hur ser ni på samarbetet mellan de båda medverkande institutionerna?

Hur ser ni på överlappningar i utbildningarna? Master à Magister

Hur tänker ni i relation till framtida "beställarkompetens" och anställningsbarhet

Uppföljning/utveckling av kurser

How are lecturers recruited and trained for the program (competency question)?

Finns erforderlig tid och kompetens för handledning av texter? (Innehåll snarare än skrivande)

Hur fungerar lärplattformen (PingPong) som kommunikationsyta?

Frågor till de studerande

What caused you to choose this program? Do you find the courses attractive for your career plans (meeting society demands)?

Hur ser ni på relationen mellan forskning och arbetsliv? Är det tydligt i kursen vad som är vad? Tycker ni att det behöver vara det?

Möter ni IT-studenter? Hur ser ni på överlappningar i utbildningarna?

Hur ser ni på samarbetet mellan de båda medverkande institutionerna?

Erbjuds erforderlig handledning och stöd i akademiskt skrivande?

Hur fungerar lärplattformen för kommunikation med lärare/handledare och övriga studenter?

Finns det någon alumniverksamhet?

Uppföljning/utveckling av kurser