

# **The external evaluation of the *Learning, Communication and Information Technology, Master's Programme, 60 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 Applied Information Technology at the Faculty of Information Technology, University of Gothenburg – has been to scrutinize the academic and pedagogic quality and relevance of the program *Learning, Communication and Information Technology, Master's Program, 60 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 to many other things, such 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, which we describe below.

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

We will here start with comments on the program, its content, and examination results.

### **Program description**

#### **Working-life vs academic focus**

How was the challenge of balancing the teachers’ research-interests with the students’ interest of education for working life presented in documentation and by teachers and students in our reviews? First, in the curriculum plan ("utbildningsplan"), it is stated that after finished education, the graduates should be able to "work with design or development of IT for learning and communication". We address the issue below from the various sources we have access to.

Based on the HSV evaluation 2011, the subject Applied IT with orientation towards learning and communication received some critical comments by the evaluation committee. This was first and foremost with regards to the teachers’ competency of academic skills. This was followed up

by the department by recruiting new teachers and by involving a larger group of already hired teachers from Department of Education, Communication and Learning in the Faculty of Education. Further, the department also updated the program by taking into account more research findings from projects and other programs the teaching staff took part in. New curriculum and syllabuses were developed in 2012, and in June 2017, the department initiated a revision of the overall curriculum and for specific courses, which was finished at the start of fall semester 2018. This program revision involved a large number of teachers who thoroughly discussed both content and form of the program and its courses. The PhD students from the Centre for Education Science and Teacher Research (CUL) program are also affiliated with the master program.

Our interview with two students showed that the revision had positive effects (Appendix 2). One of the students found that more academic orientation helped him provide better justification for the use of ICT in various application contexts in working life: school in particular. He felt better fit to make academically grounded decisions at his workplace (a school). The other interviewee was more critical and thought that hands-on training with specific tools is more important than academic training and argued by saying it was too much literature and it took long time to read. Thus, despite improvements during the past year, the program is still struggling with the difficulty of finding the right balance of working life orientation and solid academic anchoring.

## Course content

The program is constituted by 6 courses (7,5 ECTS) and a 15 ECTS master thesis. All the courses are compulsory and amounts to 60 ECTS when completed:

- PDA681: Learning, communication and IT as a field of knowledge and application (7,5 ECTS)
- TIA120: Design of IT for learning (7,5 ECTS)
- TIA122: Methods for studying learning, communication and information technology in education, work and everyday practice (7,5 ECTS)
- PDA682: Humans, society and digital media: Knowledge and competences in transformation (7,5 ECTS)
- PDA683: Games and simulations as learning environments (7,5 ECTS)
- TIA123: Infrastructures and organization of learning and communication (7,5 ECTS)
- TIA 124: Master thesis (15 ECTS)

Four of the courses are administered by Applied IT department (TIA courses), whereas the other three by Department of Education, Communication and Learning (PDA).

## Admissions, requirements and prerequisites

The teachers we interviewed also raised an issue with research methods vs design (Appendix 2). For some students, practice orientation is a problem, whereas for most the problem is understanding research. The dilemma is that it is challenging to demand that full time working students pick up an interest in traditional scientific methods independent of their background

and skills. This dilemma point out an area that must be allowed to gradually improve, i.e., to work its way into an acceptable solution over time, bearing in mind the pitfalls (large number of students vs. rigor in basic research methods). The number of students who graduate from the program is a key indicator of throughput, and making sure this number is rising or stable and not decreasing should be a key concern when redesigning courses, but it should not be pursued at the cost of severely decreasing the program's solid scientific foundations, which is an assurance of scientific excellence and graduate students who has a quality reputation in the their workplace.

## Course literature

The compulsory course literature varies from course to course. First, the number of pages varies between about 200 pages to just above 1000 pages for 7,5 ECTS load. Additional suggested literature could to some extent even out these differences, but still it is evident that some courses require very little reading. We understand that a reason for this could be that some students have complained about too much literature, including one of our student informants who said she would like to have more hands-on experiences and less learning by reading. This is especially evident for PDA682 and PDA683. 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 current ICT and media technologies. Moreover, there is a large gender imbalance in the overall course literature, which is heavily dominated by male authors. It is noteworthy that PDA681 reaches a good gender balance in literature selection.

## The master thesis

The master thesis is a written report carrying 15 ECTS. As the students enrol in the Learning, Communication and Information Technology, master's programme and work at the same time, it is common and understandable that the topic of the thesis is chosen with a connection to their work. The thesis reports included in the evaluation material have high relevance to the educational system, with titles and topics related to e.g. the curriculum reform in the Swedish school system. We also found interesting topics on programming in school and blended learning as well as automation and industrial applications in Swedish industry. These theses address topical issues in society as they represent contemporary organizational and pedagogical discussions in professional settings while focusing on effects of the digitalization in these setting and society as a whole.

In our interviews with teachers in the program (Appendix 2), it was mentioned that the Thesis and the Methods courses were not well coordinated, which we interpret to mean that many students do not employ empirical methods in their thesis work. This could be attributed to the short length of thesis (15 ECTS; half a semester's workload) or that the courses are not optimally aligned with the needs of the thesis work. In order to achieve alignment between method courses and thesis work, it would be fruitful to collaborate and specify types of thesis format allowed and encouraged.

## Examination results

### Completion rates

The student completion rate is an important parameter of program quality as it mirrors the needs, competences and expectations of the students. The program has each year been accepting a different number of students: 43 students in 2015, of which 9 graduated with a full exam and 15 students accomplished the last mandatory course. In 2016, 38 new students enrolled, and 10 graduated two years later, and 16 with the last mandatory course. In 2017 there were 35 new students enrolled, and two years later 8 of them took the last mandatory course. It is of interest to see the ratio between a complete graduation and finishing after the last mandatory course since the students express that the thesis is not that attractive for their purpose of competence boost rather than receiving higher education credits/ECTS.

	Registered in PDA681	Accomplished PDA683	Accomplished TIA124
2015	43	15	9
2016	38	16	10
2017	35	8	

The pattern to be drawn from the provided data set is that each new cohort loses several students each year. Overall, we have found that the trend is that the program has a declining completion rate, from over 40% to 23% of each cohort if the last mandatory course is the goal, and with regards to a full exam the completion rate is approximately 21-25%. The student registration data is not easy interpreted.

The provided documents show that the course managers have discussed the matters several times on program meetings and suggested solutions to address the problem, which to a large extent is attributed to the overall high workload, as the course is offered on 50% of full time, estimated to 20 hours course work per week, and most students work full time at the same time. From autumn 2018 the faculty launched a revised program that have addressed the issues, but it might be too early to see effects of the revisions as of February 2019.

## Are the courses reflecting by the students perceived needs?

### Organization of courses

The courses are organised by each department independently. The Dept. of Applied IT is responsible for the TIA courses, and Dept. of Education, Communication and Learning for the PDA courses. Here is the list of responsible persons, as of 2018/19: TIA120 (Mattias von Feilitzen), TIA122 (Alexandra Weilenmann), TIA123 (Johan Lundin), and TIA124 (Ylva Hård af Segerstad). PDA681 (Louise Peterson), PDA682 (missing from documentation) and PDA683 (Markus Nivala).

We conclude from this that there is collaboration across the two departments for running the individual courses, but there is very little cooperation at the program level. An open issue is whether closer collaboration would be beneficial at the lower (course) level, which we address at the end of this report when we make our recommendations.

## Forms and variations of examinations

The different courses in the program include three examinations each. There is great variety in examination formats. The examinations are handled in the Learning Management System, and are written. Using the LMS for examinations not only simplifies life for distant students, but also reflect the content of the program in a valuable way. Half of the exams are done individually and the other half are done in groups. For example examination in TIA120 consists of a combination of individual and collaborative assessment components: group work, an individual peer-review, individual essay. TIA122 has the following assessment components: group discussion with individual, group work, and individual essay. TIA123 has two individual assessment and groupware assessment. However, the progression (e.g. completion rates) is unclear and an overview of passed examinations and digital activities would be beneficial. It is important to reflect on how the individual assessment requirement according to the Rules and Regulations for First- and Second-cycle Studies at the University of Gothenburg could be met.

## Contacts with stakeholders and relevance to practice

This program is web based, and the courses are half time studies, which makes it possible to work at the same time. There are no workplace visits or internships described in the program guide. Due to its students being already employees at workplaces, the program is geared toward workplace studies and do not need additional practice orientation nor contact with stakeholders outside educational institutions to satisfy relevance requirements.

## Collaboration between two departments at different faculties

Two faculties are involved in the providing resources for the program, administration and a teaching staff of 4 lecturers from the IT Faculty, and about 3 lecturers affiliated with Faculty of Education. This is an excellent combination of resources as seen from some of the students' point of view and for collaboration as seen by some of the lecturers' point of view, and we strongly encourage these and other forms of collaboration to continue.

## Is the teaching based on scientific skills and professional experience

### The teachers' formal competency and teaching skills

The teachers involved in the courses come from two departments at the University of Gothenburg, Applied IT and Education, Communication and Learning (IPKL) and from

Högskolan Väst. On a general level, the group of teachers are gender balanced. The majority hold PhD degrees, but a couple of them are PhD students. The teachers included in the program are also active researchers within areas closely related to the themes of the courses and in some of the professions of the students. The knowledge base for the program is research, especially related to applied IT and learning (e.g. game-based learning; participatory design; research methods). The fact that the research milieu LinCS has closed down doesn't seem to bother the teachers, according to our interviewees (Appendix 2). On the contrary, they claim that collaboration has increased and developed further after LinCS close down. However, we found no mentioning of any multidisciplinary research platform for the program. This indicates an area for more work in the future to create a more solid baseline for collaboration and course development in ICT and learning. A research area that could be looked into is computer supported collaborative learning (CSCL), another one is computer supported cooperative work (CSCW), and a third is workplace learning (e.g. CSCL at work).

However, an effect over time could be that teachers get a larger number of courses to teach if they receive fewer research grants (an effect of not being funded by research through LinCS), or that courses are switched more often between staff on the basis of staff changes.

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

In the interviews the students emphasized the need for more professional participation from outside academia in the courses. One of the two students we interviewed is working as a school teacher, the other one works with education in a private enterprise partly affiliated with an upper secondary school (Appendix 2).

The teachers' competency in their subject area

Two professors have prominent roles in the program (course coordinator and scientific coordinator respectively). They represent the two departments. In addition associate are professors working as course coordinators. Generally, the scientific level (based on academic grade) among the teachers is very high.

Didactic competence in subject areas and in higher education in general

Some teachers in the program lack formal education in Learning and teaching in higher education. A few teachers are pedagogically well merited, most likely from previous teacher education, whereas others lack formal pedagogical education.

Since two departments in two different faculties do collaborate, there are many possibilities to find relevant competences to compensate a lack in pedagogical skills and new educational perspectives from staff in the Faculty of Education. The program is multidisciplinary and put equal weight on learning and ICT, so it is a unique opportunity to further draw on the complementarity of the two department. This could mean to emphasize the didactical competencies of the education staff, which could add new elements to the program, both for

distance education courses (e.g. online pedagogy) and theories and methods from learning sciences to strengthen the scientific basis for the program.

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

What is the target group, how are the prospective students reached, and how is the goal of the program specified?

It is evident from documentation and from interviews with staff and students that this is a program for professionals within several areas of educational technology (ICT & learning) applications. The program is advertised as a part time program for students who have full time jobs and it is recommended to have 2-3 face to face meetings during the running of a course (but not obligatory). The students who we interviewed also confirm that this is how they perceived the program, and what they expected from it (Appendix 2).

In the interviews, however, the students have rather different views on to what extent the program fulfil their expectations. One student appreciated the academic perspective, whereas the other would have preferred more hands-on learning in using educational tools and activities and not so many articles and books to read.

Is there any communication with the workplaces whose students follow the program?

Professions and businesses related to the program influence the courses through the close relation between the industry-related research on digitalization of society. However, no formal arrangements have been set up with specific organizations outside the University.

## What are the characteristics of the students who seek admission in the program?

The applicants are mainly Swedish adults (more men than women) and typically holds a position where they benefit from the professional development and continued education the program gives. The program board expresses an intention of recruiting more female applicants. The program board also expresses an awareness about the emerging interest among stakeholders in the public sector toward client expertise. This client expertise is catered to by representatives of students and faculty through alumni relations and personal contacts that teachers in some of the courses have established with former students and research projects.

## Do the students have any influence on course planning, teaching, or assessment practices?

### Do the student's know the course evaluation criteria?

The two students we interviewed were highly engaged, experienced and interested in providing feedback (Appendix 2). However, we do not know if they are representative of the student population as a whole, as the sample was rather small. They express clear insights in organisation and teaching and learning processes. They differed in how they perceive the workload in relation to number of pages to read vs listening to audio material, such as podcast. Both of the students want more clarity in the assignments, by saying that some of the assignments are too open-ended.

### Is there any alumni organization and how often do alumni meet?

As far as one we tell from the documentation and the interviews, there is no regular alumni organization for the students (or the teachers) to take part in. The students interviewed say it would be valuable with more contact and input from previous students (Appendix 2).

## Is the students learning environment relevant and accessible?

The students use a learning management systems (LMS) to mediate the course experiences. Two-three face to face meetings are organized but not all students participate. The students are quite comfortable with using the LMS for distance education.

### Do the students understand the learning culture

The students are taking distance education courses. The program board are well-aware of the challenges of teaching through an LMS, which seems to be more of a challenge with research and literature intensive courses than to practical oriented courses with hands on activities. In the self-evaluation document, they emphasize strong support to teachers by using different online resources on learning activities, such as discussion forums, group work, assessment and access to other digital tools. However, the self-evaluation report does not tell anything about the teachers' competency to teach using distance education and blended learning strategies. The teachers interviewed say that the digital platforms used in the program requires a large amount of supervising to engage the students. Furthermore, the teachers say they have not any particular training in teaching with LMS in distance courses; they are autodidact and are learning by doing.

The students we interviewed said that they lacked the "big picture", i.e., the larger context for the program and of the individual courses, i.e. an overarching framework or overview for how the courses fit together (a program rationale) (Appendix 2). They provided a couple of suggestions, including a storytelling voice explaining the program as a whole, or a context that is broader than the literature lists or a single teachers' expertise. They also suggested to make

better use of video and in general more used of the broad repertoire of blended learning tools available in an LMS.

## Accessibility in terms of study areas, library, computer programs and platforms

Students access the courses through the Learning Management System, but the current one, GUL, doesn't work very well, according to our interviewees (Appendix 2). Therefore they've turned to other platforms as workaround, such as Facebook. Further use of LMS will be Canvas, which has taken over after GUL as university wide platform adopted by GU.

To a large extent students rely on each other for learning and peer support. Peer-learning increases from course to course as reported in the documentation. A strength of peer learning is to put compatible students together to help them help each other, but the students are not sure what criteria should be applied to accomplish it: similar background, ambition, and practical matters. They however find it somewhat problematic that program students are mixed with single course students in group work. When some students "come and go," the group becomes fragile as a unit for assessment, and variable sized groups creates confusion and uncertainty among the students. This is another argument for supplementing group assessment with individual assessment.

## Continuous evaluation and further development of the program?

What kind of information concerning the students' experiences of the program is collected?

As mentioned above, two large revisions have been made to the program since its beginning, one in 2012 and the other in 2018. In a self-evaluation document, the department concludes that further efforts needs to be put into course evaluations. The work to accomplish this is approached differently in the two coordinating departments. This work should be better synchronised.

Staff meetings with teachers are arranged on a regular basis. According to the minutes in the documentations, there are first and foremost discussions on practical matters such as deadlines ferent things that has to be done, but if you read between the lines, the discussions on each separate course also includes content, form, progression, the relation between courses and the program.

Course reports also includes reflections on course evaluation and development, sometimes related single teachers attendance in the courses Teaching and Learning in Higher Education 1, 2 or 3 (so called HPE courses). It seems that individual teachers successfully used the HPE courses to develop courses or course parts in the program. These developments are often undertaken by a single person, and as far as one can tell from the documentation, not including

the team of teachers. The teams of teachers could benefit from integrating knowledge from these HPE courses into development of program courses.

More generally, evaluations, reflections and work on development seems to be rather ad hoc and not well documented. Common criteria for evaluation and reflection seem to be lacking. In relation to resources and preparation for the teachers in the courses there are more effective methods available in blended learning and for making better online learning experiences (e.g. by creating small videos of key concepts to be taught and engaging in discussions or problem solving afterward). As the master (examination) projects are seen as not relevant for some of the students there should be undertaken work to make it more relevant. For example, to invite stakeholders, produce proceedings, activate websites with alumni work, i.e. make it valuable to make the effort to write a 15 hp thesis. Such an involvement from stakeholders in the courses could at the same time fulfil the request by some students for more professional participation in the program.

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

The 120 ECTS program is constituted by six courses (each 15 ECTS) and a 30 ECTS master thesis. Five of the courses are compulsory and two are optional. There is no direct overlap of the two programs in terms of course codes, but the contents of some of courses across the two programs seem to overlap, especially the courses pertaining to digital games, research methods, IT design, and thesis supervision. Both of the programs offer courses on: Introduction to IT & learning; Research methods for data collection and analysis, Learning environments (digital tools and design methods), Application areas (case studies in workplaces, education, and medical domain), game-based learning. The (60 ECTS) program is more application oriented than the Int'l 120 ECTS MA program, which has more focus on theory and methods.

The two programs are not very broad in in terms of coverage in IT & learning compared to other programs taught elsewhere; they are focused on specific areas of teaching staff expertise and overlap in some of those areas. The reason for the overlap is that a core group of staff teach in both programs and naturally their areas of interest are presented twice (digital games, research methods, design of IT in organizations, etc.).

## Conclusions and proposals

The collaboration between two departments in two different faculties at GU is a positive situation in itself. However, the multidisciplinary embedded in IT and learning is both a problem and an opportunity because there is a great societal demand for such a double competency (ICT & learning) and the demand ought to be growing. Despite a stated demand there are relatively few registered students and even fewer graduates in the program, which is a paradox. However,

there are some actions that should be considered to minimize the problems and strengthen the opportunities.

## Systematic evaluation and development work

There seems to be a lack of systematic evaluation and development work. One idea could be to systematize these efforts to achieve for instance comparable course reports, which in turn could constitute the basis for a systematic development of the program. This might actually be even more significant since the program is divided between two departments and faculties.

## Minimize duplication of course content and release teaching resources

There are at least two ways to improve upon the two programs in terms of duplication of content across courses: 1) make the two programs more similar to allow for fewer course codes. For example to distinguish between short (7,5 ECTS) and long (15 ECTS) versions of the same course, and 2) make the two programs more different from each other. Regarding the former: use the same codes for similar courses across two programs, and make the 7,5 ECTS version be half of the 15 ECTS (full version) course. Such “dual purpose” courses can be taught by blended learning techniques, which means 7,5 ECTS is taught by distance education 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. The extra burden of having more students in the distance education (short course) version (here students from 2 programs share resources) must be dealt with in constructive ways in the two departments.

Regarding the latter: make the two programs different from each other. For example, new courses can be added to (or replace) the longer (120 ECTS) program by taking inspiration from IT & learning courses 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 and AI; maker spaces for learning (digital sloyd), etc.

## Research methods and literature

The “methods issue” seems to cause some confusion and problems, both on a formal and practical level. Could this be straightened out and worked with to achieve a consensus between formal documents and practical course moments, and also between what the students need and what they wish. A reason for this is that the inconsistency in the documents could lead to confusion among the students. Clearer expressed learning outcomes could guide the teachers to a better expressed methodological goal for the students.

One suggestion is to improve the level of didactical knowledge in learning and teaching in higher education. When teachers engage in the HPE courses, for instance, this could be more of a collective engagement for the benefit of course and program evaluation.

Some of literature seems a bit outdated, and the courses could gain from modernization in this area with the aim to provide contemporary perspectives on the digital learning landscape. Some of the course literature could be judged too elementary for an experienced student with several years as a professional in a related field. Those prerequisites could be enough for students to choose not to attend the seminars online. 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.

## Student expectations and completion rates

The student completion rate is low, which affects the long term sustainability of the program. A way to meet the challenge is to consider other ways to partly finance the program, i.e. contract education (uppdragsutbildning). It is plausible that the content of the program has such a high quality that employers would be happy to embed it in their professional development plan, which will encourage both the students and the faculty to maintain high engagement in the program and complete all courses. When the papers are presented it could be of great value to invite stakeholders as an audience, i.e. employers, EdTech companies, policy makers, and so forth. That could make the presentation more valuable for both the student and the society, it might even make it more interesting to graduate, and make the completion rates higher.

When it comes to student completion rates it is closely related to their expectations and motivation to proceed with the courses. Marketing and descriptions of a university program is tightly connected to the student completion rate: it is a question about matching student and program. It is of great value if the matching process is successful. That makes marketing important, through relevant channels (paper and online media) and toward specific user groups (e.g. companies). It is always helpful to inform other students at the faculty about possibilities to take this program, and to have an alumni system to keep in touch once they graduate. It could be digital information letters with a content that appeals: research at the faculty, combined with a reach out program.

## Final comment

It has been an interesting task to scrutinize the 60 ECTS Master's Programme on Learning, Communication and Information Technology in Department of Applied Information Technology at Gothenburg University. We have pointed at some aspects 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 teachers and many of the students. Our role, as we see it, has been as a critical friend. 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, while

balancing the needs of research in teaching and learning (e.g. research based education). More narrowly seen, it is a question of building sustainable programs at a department. We think that, as the department is aware of the issues identified above, they could follow up and develop new action plans for the future work.

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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
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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

## 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?

Koppling av kursutbud till styrdokument för grund- vux- och gy-skolor  
Ska man utbildas till IT-strateg? Hur, i så fall, tänker man i relation till framtida ”beställarkompetens”? 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 / checked 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 15 hp-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?

Hur påverkas kursens kvalitet av att mycket sker på distans?

## Frågor till lärarna

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

Hur ser ni på överlappningar i utbildningarna? Magister à Master

Professionsperspektivet i utbildningen? Vilka professioner har ni i åtanke? Koppling av kursinnehållet till styrdokument för grund- vux-och gy-skolor

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?

What caused you to choose this program?

What kind of job are you looking for?

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? Hur går det att kombinera studierna med arbetslivet?

Koppling av kursutbud till styrdokument för grund- och gy-skolor

Finns det någon alumniverksamhet?

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

Hur ser ni på samarbetet mellan de båda medverkande institutionerna?

Uppföljning/utveckling av kurser

Erbjuds erforderlig handledning och stöd i akademiskt skrivande?

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

## Frågor till de studerande

What caused you to choose this program?

What kind of job are you looking for?

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? Hur går det att kombinera studierna med arbetslivet?

Koppling av kursutbud till styrdokument för grund- och gy-skolor

Finns det någon alumniverksamhet?

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

Hur ser ni på samarbetet mellan de båda medverkande institutionerna?

Uppföljning/utveckling av kurser

Erbjuds erforderlig handledning och stöd i akademiskt skrivande?

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