

## COURSE SYLLABUS

# Master Thesis in Informatics (Two Years), 30 credits

*Master Thesis in Informatics (Two Years), 30 högskolepoäng*

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Course Code:	JTIV25	Education Cycle:	Second-cycle level
Confirmed by:	Council for Undergraduate and Masters Education Dec 17, 2009	Disciplinary domain:	Technology
Revised by:	Nov 18, 2014	Subject group:	IF1
Valid From:	Jan 19, 2015	Specialised in:	A2E
Version:	1	Main field of study:	Informatics
Reg number:	IHH 2014/3445-122		

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### Intended Learning Outcomes (ILO)

On completion of the course the student will be able to:

#### *Knowledge and understanding*

1. convey in-depth knowledge and insights into the current status of research in a defined area of informatics.
2. demonstrate advanced-level methodological knowledge.

#### *Skills and abilities*

3. critically and systematically select, integrate and apply knowledge to create theoretical frameworks relevant for the chosen field of study in informatics.
4. independently and critically identify and formulate research problems, and plan and carry out within a specified time frame a research investigation on a high academic level using relevant methods to collect data and contributing to knowledge development in a given field of informatics.
5. show the capacity to clearly communicate findings, analyses and conclusions for the chosen topic of study, as well as the capacity to communicate achieved results to an international audience.
6. demonstrate skills needed for participating in research and development work in informatics or for working in other advanced contexts within the field.

#### *Judgement and approach*

7. defend findings presented in synthesized and argumentative text as well as critically and constructively assess the works of others.
8. discuss the limitations of research in informatics.
9. exhibit an understanding of the role of knowledge in society and the individual's responsibilities when it comes to the use and development of knowledge.

### Contents

The contents of the course focus on the knowledge, abilities and skills necessary to prepare students for independent scientific work. This includes the ability to independently search for and integrate current knowledge of a research field, critically chose and use appropriate research approaches and methods for

data collection, analyze, synthesize and present findings, and identify and position the knowledge contribution of the master thesis in the chosen research field. Furthermore, academic writing, and communicative skills in presenting, defending and critically evaluating research are included in the course content.

### Type of instruction

The course is based on independent reading, data collection, analysis, thesis writing, seminars and supervision. Participation in seminars, thesis presentation, and thesis defense are all compulsory parts of the course. Students will be required to take the role as opponent for fellow students' work at various stages in the thesis process.

The teaching is conducted in English.

### Prerequisites

Bachelor's degree in Informatics equal to 180 credits and 45 credits advanced level courses with a minimum of 30 credits in Informatics including Research Methods in Informatics (or the equivalent).

### Examination and grades

The course is graded A, B, C, D, E, FX or F.

All intended learning outcomes are assessed and part of the course grade.

- ILO 1 is assessed through course seminars, the finalized thesis and the defense
- ILO 2 is assessed through the finalized thesis
- ILO3 is assessed through the supervision process and the finalized thesis
- ILO 4 is assessed through the course seminars, the supervision process and the finalized thesis
- ILOs 5-8 are assessed through the course seminars, the finalized thesis, the defense and the opposition
- ILO 9 is assessed through the finalized thesis

Registration of examination:

Name of the Test	Value	Grading
Examination <sup>1</sup>	30 credits	A/B/C/D/E/FX/F

<sup>1</sup> Determines the final grade of the course, which is issued only when all course units have been passed.

### Course evaluation

It is the responsibility of the examiner to ensure that each course is evaluated. At the outset of the course, evaluators must be identified (elected) among the students. The course evaluation is carried out continuously as well as at the end of the course. On the completion of the course the course evaluators and course examiner discuss the course evaluation and possible improvements. A summary report is created and archived. The reports are followed up by program directors and discussed in program groups and with relevant others (depending on issue e.g. Associate Dean of Education, Associate Dean of faculty, Director of PhD Candidates, Dean and Director of Studies). The next time the course runs, students should be informed of any measures taken to improve the course based on the previous course evaluation.

## Other information

### Academic integrity

JIBS students are expected to maintain a strong academic integrity. This implies to behave within the boundaries of academic rules and expectations relating to all types of teaching and examination.

Copying someone else's work is a particularly serious offence and can lead to disciplinary action. When you copy someone else's work, you are plagiarizing. You must not copy sections of work (such as paragraphs, diagrams, tables and words) from any other person, including another student or any other author. Cutting and pasting is a clear example of plagiarism. There is a workshop and online resources to assist you in not plagiarizing called the Interactive Anti-Plagiarism Guide.

Other forms of breaking academic integrity include (but are not limited to) adding your name to a project you did not work on (or allowing someone to add their name), cheating on an examination, helping other students to cheat and submitting other students work as your own, and using non-allowed electronic equipment during an examination. All of these make you liable to disciplinary action.

## Course literature

### *Literature*

Literature is independently chosen by the students' based on their thesis topics.

### *Reference literature*

Glasman-Deal, H. (2010). *Science Research Writing for Non-Native Speakers of English*. London: Imperial College Press.