

## **Study programme for the Master Degree in Library and Information Science 2008**

Royal School of Library and Information Science, June 2008

### **Preface**

The study programme for the Master degree in library and information science at the Royal School of Library and Information Science was established in 1990 and has since been thoroughly revised with a modular programme in the study programme from 2001.

The study programme for the Master degree is now being revised in 2008 and in future the semester structure will consist of the so-called subject (constituent?) modules of 20 ECTS (European Credit Transfer System) and alternating modules of 10 ECTS where the students each semester choose one of each. At the same time the choice of modules is linked more closely to the research programmes at the Library School.

The study programme has been prepared in accordance with the Ministry of Culture's Ministerial Order no. 460 of 15. June 1998 on bachelor and master's degree programmes etc. at the Royal School of Library and Information Science, and amended in Ministerial Order no. 755 of 27. June 2006 and Ministerial Order no. 79 of 24 January 2007).

The School expects a completely new ministerial order to come into force on 1. September, and this is expected to a large extent to be the equivalent of the ministerial order applying to the universities' study programmes. The Library School's study programme is adapted to the draft for the new ministerial order, which the Ministry of Culture has submitted for hearing on 4. April 2008, and the structure of constituent subject modules and alternating modules has been chosen i.a. to match the new ministerial order.

This study programme took effect as per 1. February 2008 for Master programme students in Aalborg and on 1. September 2008 for students in Copenhagen. Interim regulations for present students are described in the section called 'Interim regulations'. The study programme will be amended as per 1. September 2008 as a result of new regulations in the new ministerial order concerning registration for exams and new rules for submission of thesis. In accordance with the new ministerial order the study programme contains extended sections on exams and assessment, on dispensation and complaints.

In compliance with the Ministry of Culture's ministerial order no. 460/1998, §21 on bachelor and master's degree programmes etc. at the Royal School of Library and Information Science, the following study programme for the Master programme at the Royal School of Library and Information Science has been determined:

### **Competence profile for a master of library and information science**

At the master's degree programme the perspectives of the bachelor programme are further developed, while at the same time the student acquires greater independence in his work within the

subject fields of library and information science, its methods and scientific theoretical foundation. Having completed the master's programme, the student will be able to apply the subject fields of library and information science, its theories and methods when analysing and solving problems within the public as well as the private sector. The student further qualifies himself for participating in scientific development work.

#### *Academic competences*

After taking his degree in library and information science, a Master will be able to:

- search, structure and mediate information, knowledge and culture, and contribute to the development of information, knowledge and culture, in an interaction with user groups and by using available technologies and media
- expound and discuss the research and theory history of library and information science and relevant scientific, cultural and historical contexts
- reflect on relations between library and information scientific theory and practice
- analyse search, structuring, mediation and development of information, knowledge and culture in any type of context, including its users, institutions, technologies and media
- analyse different media types, including for example their cognitive and perceptive dimensions
- analyse institutional, organisational and communicative conditions in connection with search, structuring, mediation and development of information, knowledge and culture.

#### *General competences*

After taking his degree in library and information science, a Master will be able to:

- analyse, discuss and solve library and information scientific issues in a consistent and coherent way and be able to mediate this in relation to a great variety of target groups in a reflective way
- relate independently, critically and self-critically and be able to openly participate in various professional, social and cultural contexts
- identify, select and solve actual and relevant problem issues in relation to information, knowledge and culture
- handle and theorize complexity in a competent manner.

### **Academic prerequisites, as a basis for the study programme**

Academically the Master study programme presupposes knowledge of library and information science at bachelor level from the Royal School of Library and Information Science or a Danish qualifying examination or qualifications recognized or assessed as being comparable to the Danish entrance qualifications.

### **Admission requirements for the Master's degree programme**

In order to be accepted for the Master's degree programme, the student must either:

- have passed the bachelor exam in library and information science from the Royal School of Library and Information Science, *or*
- have qualified as a Librarian DB, *or*
- have obtained a bachelor degree at a similar level from an institution of higher education. In these cases the admission will depend on a concrete individual academic assessment.

In the case of there being more applications than places available, the following criteria will apply:

- exam result from the entry examination
- year of passing the entry exam (decreasing weighting year by year)

### Scale, structure and time horizon

The Master's programme in library and information science takes two years and has the size of 120 ECTS, of which the concluding special subject semester provides 30 ECTS.

The structure of each of the three first semesters of the Master's programme consists of constituent modules of 20 ECTS and alternating modules of 10 ECTS.

1. semester	2. semester	3. semester	4. semester
Constituent module 20 ECTS	Constituent module 20 ECTS	Constituent module 20 ECTS	Thesis 30 ECTS
Alternating module 10 ECTS	Alternating module 10 ECTS	Alternating module 10 ECTS	

The constituent modules are tied to the school's three research programmes, but modules can also be established across these. The three research programmes are:

- Information Interaction and Architecture
- Knowledge Culture and Knowledge Media
- Knowledge Management, Library Development and Learning Processes.

In the constituent modules the students work with relevant themes and issues within the school's research programmes. The duration of the constituent modules is the equivalent of the research programmes, i.e. 3-4 years.

The alternating modules are likewise tied to the research programmes, but in a less obligatory way. The content of the alternating modules can for example be connected with research areas and themes that have not been fully exploited. They may also aim at testing some practical problematic issues. The alternating modules are thus a kind of scientific workshops, where focus may be theoretical or practical. The alternating modules change each semester.

Each module is completed within *one* semester so that it can be followed individually.

## **Subject descriptions of constituent modules on the Master programme**

### **Research programme: Information interaction and information architecture**

#### **Information Seeking and Information Retrieval Theories**

##### *Content*

The module consists of advanced studies of theoretical and methodological aspects of interactive Information Seeking & Retrieval (IS&R), including studies of information seeking behavior, algorithmic laboratory-based information retrieval (IR) and evaluation of interactive IR systems. The central areas and perspectives of research and the core concepts of Information Science, IR, Information Seeking and user/systems evaluation are presented and studied in relation to conceptualization and theory building, research models and methods.

The module focuses on the application and evaluation of interactive information systems. Emphasis is put on the relations between situation specific task-based information needs in context and search behavior, including the interface between the information searcher(s) and the IR systems. Relevance typology, evaluation measures and experimental IR methodology are central issues to be discussed.

##### *Goal description*

After having completed the module the students must be capable of:

- Discussing and applying central hypotheses, theories, concepts and methods of Information seeking and IR and the associated information processes and functionalities;
- Identifying and comparing central IR principles and models as well as evaluating and selecting system solutions in different contexts;
- Designing methods for the analysis and evaluation of IS&R processes in relation to the central evaluation approaches;

In addition, and in connection to the entire MLISc education program, the overall goal is to make the student able to apply theories, methods and knowledge from Library and Information Science for the analysis of and solutions to information problems and issues in the public and private sectors of society, and be able to contribute to scientific development.

##### *Teaching and working methods*

Lectures, group tuition, workshops and case studies, seminar presentations, guidance. The students are expected to be able to discuss and work, independently and in groups, with issues introduced in the module and in the literature. Parts of the module consist of workshops and case studies.

#### **Knowledge organisation systems and processes**

##### *Content*

The module includes theoretical and methodical aspects of knowledge organisation systems and processes, including information retrieval (IR). The module places knowledge organisation and IR as subject fields within library and information science, defines the subject areas, introduces research traditions and their consequences, and discusses essential theories, models, research frameworks and concepts. The focus of the module is moreover directed at the processes that create indexing, classification and retrieval of information objects, including social tagging, weighting

principles, relevance feedback and advanced ranking, filtering and sorting algorithms and techniques in different media. These processes and their consequences are analysed, assessed and developed theoretically and empirically in the module. The module finally focuses on a number of semantic tools (e.g. ontologies, semantic nets, folksonomies, thesauri), and discusses their function, appropriateness and efficiency in different contexts as well as focusing on methodical aspects of the construction and evaluation of these.

The module consists of three sub-courses: 'Introduction to knowledge organisation and information retrieval'; 'Indexing and classification methods for IR and knowledge management'; 'Design of semantic tools'.

### *Goal description*

Having completed the module, the student must be able to:

- identify, reflect upon and apply central theories and concepts for development and evaluation of knowledge organisation systems, processes and IR
- identify and assess central indexing methods and retrieval principles, including explaining and discussing them in relation to central research traditions
- analyse, assess and develop indexing methods and guidelines in relation to concrete contexts
- identify and discuss central semantic tools, including assessing their functionality and content in relation to concrete contexts
- identify and assess linguistic theories and levels with a view to linguistic control and design
- suggest methods for analysis and assessment of knowledge organisation systems, methods and IR principles

and, as part of the full Master of Science degree programme, apply library and information science theory and methods for the analysis and solving of problems within the public as well as the private sector, and take part in scientific development work.

### *Teaching and working methods*

Lectures, group tuition, workshops and case studies, seminar presentations, guidance. The students are expected to be able to discuss and work, independently and in groups, with issues introduced in the module and in the literature. Parts of the module consist of workshops and case studies.

## **Information behaviour and system design in organisations**

### *Content*

The overall aim of the module is analysis of correlations between organisations' information systems, information strategies and information behaviour. The module includes theoretical and methodical aspects, including scientific approaches and tools, which together provide a balanced picture of the organisation's application of information systems, design of these and connection with the strategic objectives of the organisations. There is moreover focus on the organisations' information culture and their information needs, and the way these are dealt with organisationally. Thus, the focus is the interaction between technological and social conditions. The module contains theories on strategy and information strategy, information needs and information behaviour in an organisational context, information culture as well as information systems. The emphasis is also on discussion of methodical approaches and the consequences of these in connection with research and implementation. The module's tool-related aspects consist i.a. of economic analyses, balanced scorecard, knowledge accounts, business intelligence as well as methods and tools for system analysis and document and information management in various digital contexts.

The module is divided into 3 sub-courses, firstly 'Information strategies', secondly 'Information in organisations' and thirdly 'Information systems in organisations'.

### *Goal description*

Having completed the module, the student must be able to:

- identify, classify and analyse organisations' information needs and behaviour as well as assessing the consequences of these in relation to organisation strategies and database design
- identify, classify and analyse organisations' information cultures and their correlation with the broader organisation culture
- identify, classify and analyse information systems, their strengths and weaknesses in connection with the organisation and its goals and strategies
- analyse and assess strengths and weaknesses of various methods and tools, like for example balanced scorecard, knowledge accounts, system design methods
- carry out economic analyses of system design, system selection and value-estimation of information
- design database structure for different types of information systems

and, as part of the full Master of Science degree programme, apply library and information science theory and methods for the analysis and solving of problems within the public as well as the private sector, and take part in scientific development work.

### *Teaching and working methods*

Lectures, group tuition, workshops and case studies, seminar presentations, guidance. The students are expected to be able to discuss and work, independently and in groups, with issues introduced in the module and in the literature. Parts of the module consist of workshops and case studies.

## **System evaluation and user evaluation**

### *Content*

The module includes advanced studies of the theoretical and methodical aspects concerning the evaluation of interactive information systems in context, the emphasis being on the correlation between information needs, the information situation, and search behaviour seen in the light of information retrieval, use and knowledge management processes and associated technologies. Quantitative as well as qualitative evaluation methodologies form the central components of the module, while relevant statistical methods are likewise applied.

The module consists of the following three sub-courses: First 'Information behaviour models', which includes looking at topics such as the information scientific framework, basic information behaviour models, interactive information seeking and retrieval behaviour, research approaches, and types of information needs, incl. work-related information needs. Secondly 'Data collection and analysis methods', where topics such as behavioural studies vs. performance tests, data collection methods, qualitative and quantitative analysis methods, and statistical methods for the validation of test results are being dealt with. Third, the sub-course 'Evaluation of interactive information retrieval systems', which focuses on: the nature of relevance, evaluation approaches, performance goals and measures, usability testing, test variables, and research design.

### *Goal description*

Having completed the module, the student must be able to:

- apply and reflect upon central models and methods for the studying of information behaviour as well as information seeking and retrieval and the associated processes and functions
- identify and compare central evaluation concepts and methods in relation to interactive information retrieval systems, as well as assess and validate evaluation results in relation to given contexts
- design methods for the study/evaluation of information behaviour

and, as part of the full Master of Science degree programme, apply library and information science theory and methods for the analysis and solving of problems within the public as well as the private sector, and take part in scientific development work.

### *Teaching and working methods*

Lectures, group tuition, workshops and case studies, seminar presentations, guidance. The students are expected to be able to discuss and work, independently and in groups, with issues introduced in the module and in the literature. Parts of the module consist of workshops and case studies.

## **Research programme: Knowledge culture and knowledge media**

### **Cultural theory and cultural institutions in the knowledge and experience society**

### *Content*

Cultural institutions are in a state of flux. Formerly, it was relatively simple to identify their societal role and legitimacy. In the name of enlightenment and with the nation state as framework, the libraries were, for example, to mediate “the good book” and the museums “the authentic object”. Now globalisation leads to a discussion of the nation state as an overall framework. The development from modern to late-modern society has provoked a number of questions posed at the future role and legitimacy of the cultural institutions:

*The IT and media development* questions the institutional character itself: Should cultural institutions to a greater extent be thinking in functional rather than physical terms? Do new forms of interplay and interaction processes result in radical changes in the concept of traditional cultural mediation?

*The development from industrial society to knowledge society* poses questions as to the institutions’ functions: How can cultural institutions support knowledge as economical, democratic and cultural resource? Have concepts of learning and design replaced the older concepts of enlightenment? What kind of role do cultural knowledge and cultural learning processes play?

*The development of the experience society* asks questions about the needs of the users and the mediation of the institutions: What are the roles of cultural institutions amidst the wealth of cultural and entertainment offers? How do they act and interact in the experience economy? Does it have any consequences for the concepts of experience, entertainment, aesthetic learning processes and aesthetic experience when users of all ages are placed at the centre?

The course finds itself in this complex cultural field. It is going to pinpoint, determine and analyse this complexity. Various theories are used both to capture and explain the changed social, cultural and analytical possibilities and their consequences for knowledge design, experience design and planning in a cultural perspective.

### *Goal description*

Having completed the module, the student must be able to:

- analyse the interaction between societal, cultural and institutional development
- assess libraries’ and other cultural institutions’ historical development, influence and self-understanding on a research basis
- compare and discuss relevant issues based on modern cultural and social theory
- discuss relations between theory and method
- apply theories and forms of analysis in relation to practical cultural planning and mediation, development of knowledge- and experience design.

### *Teaching and working methods*

The course consists of lectures, group tuition, workshops and project work.

## **Knowledge media in culture and society**

### *Content*

The course consists of three tracks, each of which examines media and knowledge from different angles, but all deal with how media do not only influence how knowledge is organised, but also how media themselves organise knowledge.

The first track focuses on media forms with particular emphasis on orality, writing, visuality, and digitality. On the basis of media theory and history, these aspects are discussed in relation to the media and various perceptions of them. It might for example be in connection with their social

status or institutional conditions, but also aspects such as aesthetics, materiality, and technology as well as concepts like remediation, convergence, and multimodality.

The second track focuses on the use of media with special emphasis on concepts like “reading skills”, literacy”, and “competences”, e.g. “reading literacy”, “visual literacy”, “digital competences”, “media competences”, “multimodality” etc. The purpose of this is to examine knowledge forms and *Bildung* concepts historically and theoretically in connection with the media and hereby the function and institutionalisation of media in social and cultural spaces.

The third track focuses on the relation between media specificity, knowledge forms and knowledge fields with special emphasis on research/science, children and the young, as well as culture and experience. Here it is for example a question of the relation between written media and science, “new” media and children and young people’s culture as well as aesthetical and mass-cultural media with a view to mediation of knowledge and experience.

### *Goal description*

Having completed the course, the student must be able to:

- analyse and compare knowledge forms and *Bildung* concepts in connection with media in a theoretical and historical perspective
- explain and reflect upon media-theoretical concepts and analyses in relation to mediation and organisation of knowledge and experience
- compare and problematise media issues in relation to mediation and organisation of knowledge and experience
- discuss and explain historical and modern media forms and their different usages
- concretise knowledge and experience needs through media-specific analyses
- analyse and evaluate a given knowledge medium in relation to knowledge and experience needs
- plan a mediation strategy through use of various knowledge media
- identify and assess media specificity and media suitability in relation to specific knowledge fields and knowledge forms.

### *Teaching and working methods*

Group tuition, group work, papers, lectures.

## **Knowledge theory and domain analysis**

### *Content*

Over the past few years many knowledge-organised systems have become considerably more user-friendly. Google is an example of this. This means that even users with a limited knowledge of the systems get a result from a given search. Not necessarily a very good result, but a result nonetheless. This situation challenges the information specialist, who not only must have knowledge of system structure, thesaurus construction etc., but she must also concentrate on specialised access in the form of knowledge theory and domain analysis. These are two different approaches to knowledge organization and information retrieval, but they are related and can therefore enhance each other. This module deals with these two approaches.

As the word indicates, *domain analysis* is basically characterised by focusing the attention on a specific domain. This domain might e.g. be a particular discipline (e.g. biology), a specific art form (e.g. fiction) or a larger area of related fields (e.g. the social sciences).

It is furthermore characteristic for the domain analysis that it does not only involve knowledge about how a domain is treated in various knowledge-organised systems, but that this knowledge, so to speak, is confronted with the domain itself. What characterises a certain domain socially, culturally, cognitively, and how well is this reflected in a certain system? All systems are not equally adequate, and the quality may change over time. As such domain analysis reflects a critical approach to knowledge organisation.

The same applies to *knowledge theory*, the fundamental thought of which is that concrete systems and procedures consciously or unconsciously are based on theoretical fundamental assumptions about what knowledge is, how knowledge is organised, and how knowledge can be organised in BDI context. In other words – any system will invariably favour certain knowledge-theoretical (science theoretical, art theoretical) discourses or paradigms and down-prioritise or ignore others. This means of course also that a given system can be suitable for some purposes, but not for others. The knowledge-theoretical approach can be combined with the domain-analytical in relation to certain domains, but is not limited to this and can also be applied to for example universal classification systems.

### *Goal description*

Having completed the module, the student must be able to:

- describe and discuss important traits in various knowledge theories
- describe and analyse different theories, methods and techniques for organising knowledge
- argue in terms of fundamental strengths and weaknesses on the basis on knowledge theory
- identify and describe important criteria for classification within various domains
- discuss and assess the relation between different approaches, including automatic and interpreting approaches.

### *Teaching and working methods*

Group tuition, group work, students' presentations, lectures.

## **Research programme: Knowledge management, library innovation and learning processes**

### **Knowledge management**

#### *Content*

The course is based on the idea that competitive ability to an increasing degree depends on being able efficiently to generate, process and exploit knowledge. Interaction between diverse knowledge systems and perception scopes is the prerequisite for creativity and innovation. Discussion on identity, aesthetics and architecture can be a platform for such an interaction. Increasing societal complexity means restructuring and seamless organisation forms which means that knowledge management and library development take place in transient structures characterized by discourse, reflexivity and dynamism.

The course seeks to reflect this dynamism by considering the tuition as a workshop for continuous discussion and development of perceptions of knowledge and knowledge processes in organisations. The course is built on four elements, firstly 'Knowledge forms', that deal with i.a. subjects such as knowledge theory and philosophy, knowledge and action, creation of knowledge in society and the concept of 'Bildung'. Secondly the element 'Knowledge processes' consisting of e.g. reflexive, innovative, discursive, creative and dynamic knowledge processes, discursive strategies, learning communities, creative food chains and Modus 2 knowledge production. Thirdly the element 'Organisation of knowledge', examining e.g. knowledge development in networks,

organisation of knowledge in physical, digital, social and cultural spaces with a view to a cognitive as well as an experience-oriented dimension. Finally as the fourth element the course introduces the element 'Analyses of knowledge management', which deals with analysis and evaluation of organisations' various knowledge activities, including analyses of their different social and cultural spaces, and we take a look at tools and methods for evaluation of knowledge activities, like for example discourse analysis, reflexive conversation and cultural analyses.

#### *Goal description*

Having completed the module, the student must be able to:

- apply theories, concepts and methods of analysis within knowledge management
- analyse, reflect on, assess and discuss the connection between creativity, innovation and structure in an organisational context
- relate to complex issues in organisations and society
- tackle complex issues in organisations and society through knowledge management
- apply theories, concepts and methods of analysis
- analyse and evaluate completed knowledge activities
- initiate and participate in different types of knowledge activities in an organisational context.

#### *Teaching and working methods*

Group tuition, group work, papers, lectures.

### **Communication in knowledge organisations**

#### *Content*

Concurrently with the rapid development of information and communication technology, the increased focus on user-driven innovation and increasing emphasis on dialogue-based and innovation-conducive forms of organisation in the private as well as the public sector, it is obvious in the first instance to consider information mediation and communication as mutually dependent and integrated processes; secondly to examine the importance of communication for various forms of knowledge management and learning at organisational, group and individual level; thirdly to look at the communicative interaction between the organisation and the surrounding world; and fourthly to combine communication theories with cognitive and social learning theories as well as organisation and cultural theories.

The module will introduce the students to central theories and methods of analysis within communication research. Communication, its institutional roots and procedural dynamics, are examined with special focus on their relation to central information and knowledge-theoretical categories, such as individual and collective information needs, information strategies, learning and knowledge management. Communication includes on the one hand strategic behaviour and on the other activities such as interpretation and narrative as well as action routines. The primary subject matters of the module are organisation communication, intercultural communication and virtual communication processes. These subject matters are related to macro-cultural and macro-sociological processes such as globalisation, modernisation and the development of the information and knowledge society.

Learning has become a keyword both in organisation communication, intercultural communication and to a certain extent also in net communities. The module, therefore, also places focus on learning in relation to the three subject matters mentioned.

### *Goal description*

Having completed the module, the student must be able to:

- compare various communication models and their professional standpoints as well as relate these to library and information scientific theories
- analyse correlations between language, communication, discourse, interaction and culture
- identify and analyse different learning theories
- analyse learning processes and their institutional and individual prerequisites
- discuss the correlation between communication, learning and information processing
- analyse communication strategies in connection with knowledge management and information mediation at individual, group and organisational level
- analyse the dynamics in and the function of net based community creations based on relevant communication and media theories
- identify communication strategies in learning situations.

### *Teaching and working methods*

Group tuition, group work, papers, lectures.

## **Library development and management**

### *Content*

The basis for this module is that library development should be regarded in relation to both internal conditions in the libraries and in the profession and in relation to the development in society. Thus there are several theoretical concepts that are relevant in this context. Internal conditions can be examined through concepts concerning identity, while external conditions can be analysed in relation to the legitimacy concept.

However, these concepts are not sufficient. They have to be seen in relation to strategies and strategic thinking. They must also be regarded in the light of how the libraries can legitimate themselves i.a. through documentation of the value they impart to stakeholders. The value of the library cannot be discussed in a meaningful way unless it is analysed in relation to service quality.

There are two major areas of research which can unify the above and that is management and organisation culture. It is a management task to relate to internal and external conditions.

Organisational cultural conditions are vital for the individual institution's orientation in relation to both the internal aspect and to the outside world.

The module aims to present several different types of theories and explanation models in relation to management, organisation culture and organisation development. All the theories, methods and tools are discussed in relation to cultural and library institutions and the special problems which these institutions have to address.

The module is organised into four themes, namely 'Strategic management and analysis of the outside world', 'Innovation and change', 'Management, organisation culture and motivation' as well as 'Quality, value and stakeholders'.

### *Goal description*

Having completed the module, the student must be able to:

- identify, classify and assess organisational theories in relation to each other
- assess organisational theories and their relevance, including strengths and limitations in relation to analyses of library institutions
- analyse the relation between management, strategies and organisation cultures, including assessing motivation theories and applying selected staff management tools
- identify and analyse the relation between management, strategies and processes of change
- conduct analyses of the outside world and discuss their relevance, strengths and weaknesses in relation to library development
- classify quality concepts, their background and practical area of application in relation to library institutions, including analysing quality of service and tools and methods for analysis of quality of service
- assess methods of analysis prepared for the assessment of the libraries' economic and social importance.

#### *Teaching and working methods*

Lectures, group tuition, workshops and cases, seminar presentations, guidance. Students are expected to be able to discuss and work independently and in groups with problems presented in the module and in the literature. Parts of the module consist of workshops and case studies.

### **Alternating modules in the Master's programme**

The research programmes each year offer a number of alternating modules of 10 ECTS each.

The alternating modules are also linked to the research programmes, but in a more non-committal way. The contents may for example be connected to fields and themes of research which are not completely developed yet. They may also aim to test some practical problem issues. The alternating modules are thus a kind of scientific workshops where focus can be theoretical or practical. The alternating modules are changed each semester.

In the alternating modules the student gets the opportunity to sharpen his individual competence profile by accentuating his Master course further in one particular direction. The student can attend the module and work with subjects within the chosen competence profile or can choose to perspectivise his profile by including other subject elements.

Generally, the alternating modules give the student competences to be able to:

- improve, develop and put knowledge and capability into perspective
- participate in professional and/cross-disciplinary cooperation with others and engineer a productive interaction between various knowledge forms and thereby reach a new level of understanding of a given subject area
- communicate and develop own competence profile in a large knowledge and societal context.

### **Thesis**

The Master degree student must prepare a large independent dissertation, a thesis on library and information science. The thesis concludes the MA programme.

The thesis must prove the student's capabilities in applying scientific theories and methods during the work on a defined specialist subject.

The specialist subject must be limited in such a way that the work on the thesis can be done within a timeframe equivalent to 1/2 full-time equivalent, equivalent to 30 ECTS.

A regular supervisor must be provided for the student's work on his thesis. The work on the thesis takes place under individual and/or group supervision. Thesis seminars and/or thesis groups can be established if needed.

The thesis must be written within a period of five months, counting from the date of making a thesis contract with the thesis supervisor. The contract can be made on 1. September and 1. February. The date for submission is 5 months later.

The thesis is presented at an oral examination, which takes place in August/September or February/March respectively.

#### *Goal description*

Through completing the thesis the student obtains qualifications which enable him to

- independently and critically isolate, develop, examine and handle a subject within the chosen area
- select, assess and analyse relevant research about the object field of the thesis
- apply the relevant scientific methods in a reflective way
- mediate, analyse and synthesise large subject areas and complex issues in an academic form
- relate to his own point of reference, own process and own results in a reflecting and discursive manner.

Through the work with the issues of the thesis professional and social competences are obtained in such a way that the student can

- plan and carry out a major assignment under pressure of time
- work independently, systematically and thoroughly on a scientific basis
- structure own learning, analyse qualifications already obtained and apply and further develop these
- seek out and generate new knowledge in a reflective, innovative and targeted process as well as apply this productively in e.g. public discussions or business contexts.

In the assessment special emphasis is placed on to which extent the student can

- independently and critically isolate, explore and mediate a subject within the object field of his subject
- reflectively and productively select, apply and assess relevant information, theories and methods
- demonstrate a thorough knowledge about the object field of the thesis, including relevant research

- analyse and synthesise the chosen problem in a relevant, academic argumentation structure
- assess and reflect upon the limitations, perspectives and possible concrete application possibilities of the thesis.

### *Examination form*

The thesis is assessed by external examination. The examination consists of thesis with oral presentation. Marks are awarded according to the 7-point grading scale.

In the assessment of the thesis the student's spelling and formulation skill represents a weighting of 5%, and the actual content represents 95%, cf. Ministerial Order §25.

Cf. Ministerial Order §25 (2) a thesis written in Danish must contain a summary (max. 1 A4 page) in English. If the thesis is written in a foreign language, apart from Swedish or Norwegian, the summary may be written in Danish. The summary forms part of the basis for the overall assessment.

### **Regulations for provision of modules and registration for those**

Each semester in Copenhagen offers three constituent modules and a number of alternating modules. In Aalborg each semester offers two constituent modules and a number of alternating modules. Modules can be taken in random order. Students can each semester register for one constituent module and one alternating module.

A module needs at least 14 registered students. Modules can be established as joint modules for Copenhagen and Aalborg with complete or partial use of video conference-based tuition.

Educational plans for the modules will be published no later than May and November each year, applying to the following semester.

### **Syllabus and tuition methods**

The syllabus describes the basis for the tuition.

Tuition on the modules will be a combination of pedagogical forms, i.a.

- Lectures
- Guidance
- Project work
- Group tuition.

The study is based on a high degree of independent work. Certain modules may be offered completely or partially as distance learning.

The volume of the obligatory literature is fixed as a number of standard pages. In this context a standard page is taken to mean a page of on an average 2,500 characters, incl. spacing.

The student reads between 1,500 and 2,000 standard pages per constituent module and between 750 and 1,000 pages per alternating model. Number of pages studied per module are guidelines only. The literature is at scholarly level. Syllabus to be agreed with and approved by instructor.

## **Exams and assessments**

Assessments at the Master course can be made in the following ways:

- Internal exams, where the assessment is done by internal examiners, and external examiners appointed among the instructors at the Royal School of Library and Information Science.
- External exams, where the assessment is done by internal examiners, and external examiners appointed by the Ministry of Culture.

The exams are assessed according to the 7-point grading scale. Examination and assessment forms will appear from the descriptions on the following pages of exams in connection with constituent modules and alternating modules and from the module descriptions.

The basic rules for exams on the Bachelor programme are set out in:

- Ministerial Order on grading scale and other assessment at certain educational institutions under the Ministry of Culture
- Ministerial Order on Bachelor and Master degree programmes etc. at the Royal School of Library and Information Science
- Ministerial Order on examiners and complaints concerning assessments of examinations at the Royal School of Library and Information Science
- Ministerial Order on administration of complaints concerning examination etc. at the Royal School of Library and Information Science.

The ministerial orders mentioned are reprinted as annexes to the study programme and are available on the Royal School of Library and Information Science's homepage [www.db.dk](http://www.db.dk), where any changes in the ministerial orders will be published.

The exams take place at the two examination terms. The exams at the end of the autumn semester take place in January, while the exams after the spring semester take place in May/June. The oral examination in connection with the thesis takes place in August/September or in February/March. The examination periods for the individual modules are stated in an examination plan at the beginning of the academic year.

Some of the forms of examination mean that the students submit assignments during the module. Dates for submission are given at the start of the semester.

## **Examination registration**

When registering for a module the student is automatically registered for the exam or the exams. At the same time the Royal School of Library and Information Science fixes a deadline for a possible withdrawal from the examination. If the withdrawal is not received within the time limit fixed, the

exam is counted in the number of exam attempts commenced. This does not apply, however, in case the student is prevented from attending due to illness.

### **Number of exam attempts**

The student has a maximum of three attempts to pass an exam. The Royal School of Library and Information Science can allow a fourth and fifth attempt in special circumstances. The question of academic ability cannot be taken into consideration when determining the question of special circumstances.

At the third, fourth and fifth exam attempt in an internal exam, which is assessed by internal examiner alone, the student can demand the presence of an external examiner.

### **Make-up examination and re-examination**

#### *Make-up examination*

Make-up examination takes place in continuation of the normal exam term, i.e. at the latest in February for the winter exam and August for the summer exam. Make-up examination can only take place in those cases where the student is prevented from attending an oral examination due to illness. Sick note must be substantiated by a doctor's certificate. In case of illness during the period of writing assignments or projects, the student can apply for postponement due to illness. Application for postponement must always be accompanied by a doctor's certificate.

#### *Re-examination*

Re-examination takes place in continuation of the normal exam term, i.e. at the latest in February and August respectively. Re-examination is only available to students who have attended the examinations at the ordinary exam date, but who have not passed.

It is up to the students whether they want to avail themselves of the possibility of re-examination or make-up examination, as they may choose to wait until the next ordinary exam term. This does not apply, however, to students in their first academic year, see section on first-year examination.

#### *The right to re-examination*

In order to attend a re-examination the student must have attended an exam on the ordinary exam date. This means that the student has gained a set of marks. At oral examinations this means that the student has received an exam question and that he has attended the oral examination. At written assignments and projects it means that the student has attempted to answer the assignment.

Exams where no attempt at answering is available will not be considered an examination attempt that might lead to a re-examination, but can be rejected by the Royal School of Library and Information Science.

### **Language**

The examinations are normally conducted in Danish.

If the instruction in a subject has been conducted in English, the examination will be in this language. The Royal School of Library and Information Science can dispense with this rule.

The Royal School of Library and Information Science can also, if circumstances permit, allow the student to take an examination in a foreign language.

### **Group examinations**

According to the ministerial order all examinations must be planned in such a way that the student can be assessed individually.

Group examinations can only take place in connection with written assignments, and only in such a way that an individual assessment can be made of each individual student in the group.

All written assignments and projects must state which section each individual student is responsible for, so that an individual assessment can be made. The individualisation must cover complete sections. Introduction, problem statements and conclusion may be a joint effort.

Oral group examinations cannot take place. Oral examinations that require written assignments prepared in advance, will always be conducted as individual examinations.

At written assignments a maximum of three students is allowed.

### **Irregularities at exams**

If the examiners become aware of serious faults in the examination, they must at once inform rector of the Royal School of Library and Information Science or his deputy with a suggestion for how to compensate for the error.

Upon recommendation from the examiners, rector can annul the exam and organise an extraordinary re-examination.

Mobiles and similar communication equipment are not allowed at oral examinations at the Royal School of Library and Information Science unless a written permission has been given in each individual case from the Royal School of Library and Information Science.

A student, who unfairly tries to procure or offer another student help in answering the exam paper or brings along aids that are not allowed, or who pretends that another student's work is his own, can be expelled from the exam by rector or rector's deputy of the Royal School of Library and Information Science, cf. Disciplinary measures in relation to students at the Royal School of Library and Information Science §5 (2).

### **Description of individual examination forms**

#### **Examination on constituent modules**

The examination form is module assignment with oral presentation.

Module assignment with oral presentation is an examination form that includes a written module assignment to be submitted for assessment, as well as an oral exam where the student presents the module assignment, and an oral examination takes place concerning the competence targets for the module. The module assignment must include the central specific problem issues within the module in question.

The students are assigned a supervisor for the module assignment and the student's wishes are taken into consideration. The subject of the module assignment must be approved by the supervisor. It is the responsibility of the student himself to arrange to meet the supervisor in good time and make the necessary arrangements about meeting schedule, working method etc.

Module assignments can be answered individually or by a group of students of up to three people. The size of the group must be agreed with the supervisor at the time of approval of the subject of the module assignment. An individually answered module assignment should be maximally 20 standard pages. In the case of group answers maximally 10 standard pages more per student above one. A group answer must always indicate which part of the assignment the individual student is responsible for.

The module exam will count for two thirds of the marks, while the oral exam will count for one third.

The oral exam is in the nature of defending the module assignment and is always individual. The student presents his module assignment within a span of 10 minutes. The rest of the exam takes the form of a dialogue about the subject, theories and methods of the module assignment.

All 3 constituent modules are assessed according to the 7-point grading scale.

1 of the modules is assessed externally in association with an examiner appointed by the Ministry of Culture.

2 of the modules are assessed internally, i.e. in association with an internal examiner, employed at the school.

The students themselves determine which of the modules is to be assessed externally and which two are to be assessed internally.

### **Examination on alternating modules**

The examination form is set out in the study programme and can be:

- a. Synopsis exam. A synopsis is a written introduction to the oral exam. It is therefore a question of a combined written and oral exam. A synopsis gives the student the opportunity to prepare thoroughly for the oral presentation. At the same time it invites a broader discussion, as a synopsis is not supposed to represent a completed assignment, but rather to provide material for the oral presentation and discussion. The extent of a synopsis is a maximum of 8 pages, but other supplementary material may be included. The synopsis exam is always individual.

- b. A written thesis: An answer to an assignment statement chosen by the student and approved by the instructor, which covers central elements of the module in question.
- c. Up to 3 brief written assignments during the module period: The students submit written assignments on preset dates, based on specific issues, formulated by the instructor. The assignments are assessed currently during the module, and the total marks are calculated on the basis of an average of the marks awarded, rounded off to the closest whole mark, cf. Ministerial Order on Examination, §14. See: <https://www.retsinformation.dk/Forms/R0710.aspx?id=12064>
- d. A case during the module: During the module and towards the end of it the students prepare a case-answer based on a case scenario which may be formulated by the instructor, may be a real-life scenario or may be formulated by the student. It appears from the study programme which type of case scenario is used in the module in question.
- e. Portfolio assessment: A portfolio is a systematic collection of documents prepared by the student during the module. At portfolio assessment the skills that the students have acquired during the module are estimated on the basis of the documents in the portfolio. The portfolio contains 2-4 different assignments which the student has prepared during the module. This includes a concluding reflection memo. The student's portfolio is thus built up during the module and contains work carried out during the module. The students get feed-back on each assignment during the module with the possibility to improve their answer right up until handing in the portfolio at the examination term fixed after the completion of the module.
- f. Other examination form which must be described in the syllabus and approved by the board of studies.

At examination forms b-e the extent of the assignment or the assignment on an alternating module is max. 14 standard pages. At group assignments a maximum of 6 standard pages more per student more than one. Assignments can be answered individually or by a group of students of up to 3.

At examination forms a-b the re-examination form is the same as the ordinary examination.

At examination forms c-e the re-examination form is either an oral exam covering the complete syllabus or a 3-day home assignment. The re-examination form is the same for everyone on an alternating module and is stated in the study programme.

At examination form f) the re-examination form must be described in the study programme and approved by the board of studies.

The course plan states deadlines for handing in assignments and sub-assignments and in the case of the synopsis exam the date for the oral examination.

All alternating modules are assessed according to the 7-point grading scale with internal censor.

### **Master's thesis**

The examination form for the special subject is a thesis with oral presentation. The examination takes place with external examiner appointed by the Ministry of Culture and according to the 7-point grading scale.

The thesis can be prepared individually or by a group of up to 3 students.

The extent of an individual thesis is max. 75 standard pages. The extent of a thesis prepared by a group is max about 100 standard pages for a group of 2 students and max about 150 standard pages for a group of 3 students.

Registration for the special subject semester is obligatory and takes place in the student administration within the fixed period in November/December or May/June.

The Royal School of Library and Information Science approves the assignment statement for the MA special subject and at the same time fixes a date for submitting the thesis and a plan for counselling the student, cf. Ministerial Order §15 (5).

The assignment statement can be approved per 1. February with deadline for handing in the thesis on 1. July or per 1. September with deadline on 1. February.

If the student does not hand in his thesis within the deadline given, the Royal School of Library and Information Science approves an altered assignment statement, which must be within the same subject area and at the same time fixes a new deadline for submission of three months, cf. Ministerial Order §15 (6). If the student does not hand in the thesis before the new deadline, the student can be given a third examination attempt according to the same rules that apply to the second attempt.

The oral examination takes place in August/September or in February/March. The time is fixed administratively. Examination time, including voting, is 60 minutes. There is no preparation time for the oral examination in connection with the thesis.

The oral examination takes the form of defending the thesis and is always individual. The student presents the thesis within a time span of 20 minutes. After that the examination is conducted as a dialogue about the subject, theories and methods of the thesis.

When determining the marks the written thesis counts for two thirds of the marks, while the oral examination counts for one third.

A thesis may in some cases be based on or executed in other media than the written one, for example audiovisual media, exhibitions, materials in electronic form etc. In such cases a supplementary written presentation will be required, in which the deliberations behind the work are elaborated. Extent and form of submission to be agreed with the supervisor.

According to the Ministerial Order §25 it has been determined that apart from the subject-related content as such, emphasis is placed on the student's ability to spell and express himself, whichever language is being used, but the subject-related content carries the decisive weight.

It is further determined, cf. the examination regulations in the Ministerial Order §25 (2) that a thesis written in Danish must contain an abstract (max 1 A4 page) in English. If the thesis is written in a foreign language, apart from Swedish and Norwegian the abstract may be written in Danish. The abstract forms part of the total basis for assessment.

## **Credit transfer**

The Royal School of Library and Information Science may, following a professional assessment, accept credit transfer from a Danish or foreign institution of further education, cf. the Ministry of Culture's Ministerial Order on Bachelor and Master programmes etc. at the Royal School of Library and Information Science.

*Credit transfer for subjects and courses completed at other educational institutions during the Master programme.*

Master students have the opportunity to complete supplementary subject elements at another institution of further education in Denmark or abroad. This is possible to the extent of up to 30 ECTS. It is a prerequisite that the student prior to this has applied for and received a preliminary credit transfer approval. The thesis cannot be completed at other institutions of education.

Another prerequisite for subject elements to be credit -transferred is that they have been passed according to the rules applying to the recipient institution. The exam results from Danish institutions of education are transferred with the marks awarded according to the 7-point grading scale and will be included in the exam certificate as passed. The subject elements are chosen after preliminary approval by the Royal School of Library and Information Science.

*Credit transfer for previously completed educational elements on other Master programmes*

Students who on another Master programme have already completed one or more subject elements may have these completely or partially credit -transferred to the Master programme at the Royal School of Library and Information Science to an extent of up to 30 ECTS. This can be done if the subject elements through professional credit transfer assessment of content, level and extent by the Royal School of Library and Information Science can be regarded as supplementary subject elements.

The total number of credit -transferred subject elements from other Master programmes that are not library and information science cannot normally exceed 30 ECTS.

## **Regulations for study activity**

In the case of students who have for two years not been study-active, i.e. not been registered for tuition or registered and participated in examinations, the admission can be cancelled, cf. the Ministry of Culture's Ministerial Order no. 158 of 21. February 2007 on admittance etc. on bachelor and master's programmes at the Royal School of Library and Information Science, §35.

## **Dispensation**

The Royal School of Library and Information Science can, when substantiated in unusual conditions, dispense from those regulations and demands in the study programme, which are stipulated by the School itself alone, cf. Ministerial Order on bachelor and master's degree programmes etc. at the Royal School of Library and Information Science.

## **Complaints**

According to these regulations the Royal School of Library and Information Science's decisions can be brought before the Royal School of Library and Information Science. The deadline for lodging a complaint is 2 weeks from the day the complainant has been informed of the decision. The complaint is made to the programme director and sent to the Royal School of Library and Information Science.

The Royal School of Library and Information Science's decisions according to the regulations stipulated in the Ministerial Order, can be brought before the Ministry of Education by the student when the complaint concerns legal issues. The complaint is submitted to the Royal School of Library and Information Science who prepares a statement which the complainant must have the opportunity to comment on within a time span of at least 1 week. The Royal School of Library and Information Science sends the complaint to the ministry with its statement enclosed and the complainant's possible comments on this.

In cases of complaints about examinations and assessments, the Ministerial Order on Handling of Complaints in Relation to Examinations etc. at the Royal School of Library and Information Science applies.

## **Interim decisions**

This study programme takes effect per 1. February 2008 for MA students in Aalborg and per 1. September for students in Copenhagen. The study programme also applies to students, who have started the Master course, cf. information about this in spring 2007. For students who started on the previous study programme and are taking the last module(s) according to the new study programme, it means that they must take at least one A-module according to the old study programme.

The following detailed rules apply in Aalborg and Copenhagen respectively in relation to the dates for the programme's start:

### Aalborg

- Students starting on 1. February 2008 or later: All semesters must be completed according to the present study programme
- Students starting 1. September 2007: 1. semester is completed according to the previous study programme and 2., 3., and 4. semester must be completed according to the present study programme. The students have completed one A-module in autumn 2007
- Students starting 1. February 2007: 1. and 2. semester are completed according to the previous study programme and 3. and 4. semester must be completed according to the present study programme. The student has completed at least one A-module either in spring 2007 or autumn 2007
- Students starting 1. September 2006 or earlier: All semesters must be completed according to previously applicable study programmes.

## Copenhagen

- Students starting on 1. September 2008 or later: All semesters must be completed according to the present study programme
- Students starting 1. February 2008: 1. semester must be completed according to the previous study programme and 2., 3., and 4. semester must be completed according to the present study programme. The students choose one A-module in spring 2008
- Students starting 1. September 2007: 1. and 2. semester must be completed according to the previous study programme and 3. and 4. semester must be completed according to the present study programme. The students choose at least one A-module that may have been completed in autumn 2007 or spring 2008
- Students starting 1. February 2007 or earlier: All semesters must be completed according to previously applicable study programmes.

## **Guidelines for written assignments**

The purpose of written assignments as well as projects and theses is to show that the student is able independently to apply academic and methodical knowledge and capabilities. The assignments must further demonstrate that the student can prepare a text and present data and material in a purposeful way.

Study assignments and take-home assignments as well as final exams must contain the following elements:

1. Abstract
2. Problem statement
3. Statement of the method(s) applied
4. Analysis
5. Results and conclusion
6. List of sources.

The main object of the **assignment statement** is to indicate what is important and what is unimportant. Thus the assignment statement is meant to explain what will be examined and how to delimit this. A clear and concise statement is a very important link in the preparation of an assignment, and it is always time well spent to work thoroughly with this part of an assignment.

Take-home assignments can be given as an assignment statement. A rough formulation of the problem requires the student to delimit and clarify. Other pieces of homework will have a comparatively precise formulation of problem and subject, but also in such cases the student will normally have to delimit, define and clarify.

It will nearly always be possible to use several different **methods**. Different methods have different advantages and disadvantages, which each focuses on certain parts of reality. Choice of method must therefore be motivated, and advantages and disadvantages of the chosen method(s) should be discussed.

Every assignment must contain **analysis**. To analyse means that based on the assignment statement questions are asked about the object of the assignment (e.g. material collected), and the analysis consists of these questions being discussed and answered to the extent that this is possible. In this

connection analysis should be seen as the opposite of description, and the demand for analysis therefore means that purely descriptive assignments will not be accepted.

The assignment must contain a discussion of **results and conclusions** in relation to the assignment statement.

The **list of sources** includes principally the materials used in connection with the solving of the concrete assignment. It is important for the students to consider very carefully how the list of sources is to be worked out. During the first semester of the study programme the list of sources must be worked out according to uniform guidelines, and all necessary bibliographic pieces of information must be included. Later in the study programme the students are required to apply more professional standards for the preparation of bibliographic references. See: Skov, A. (1999). Refer correctly!

Study assignments and take-home assignments must contain documentation for the stated viewpoints, theories and methods. It is not sufficient that the documentation and basis for the assignment are included in the list of sources mentioned above. It must be immediately apparent from the text what the documentation is for the sub-section in question. This can be done either by direct references in the text or by establishing a note system with numbered foot notes or end notes.

It is likewise a requirement that the students for the study assignment and the final assignments prepare an **abstract**, which in a few lines describes what the assignment is about, what is the basis for it and what the main results are. An abstract should be no more than 8-19 lines. See: Madsen, M. & Skov, A (1999). Guide to the preparation of abstracts. The Royal School of Library and Information Science. Available:

<http://www.db.dk/bib/tutorials/abstracts/default.htm> [2001, 11. March].

### Overview of content elements in written assignments

Content elements	Must be included in assignment	Included in page/words count	Included in assessment
Front page	X		
Abstract	X	X	X
Table of contents	X		
Problem statement	X	X	X
Explanation of method/s applied	X	X	X
Analysis	X	X	X
Results and conclusions	X	X	X
Source	X		X
Appendix			

## Overview of scale of written assignments

The maximum extent of written assignments is indicated in standard pages. A standard page is defined as a page of about 375 words. Below is an overview of the maximum extent of the various types of written assignments on bachelor, librarian and master's degree programmes. The overview indicates the maximum extent in standard pages with the corresponding approximate maximum number of words.

<b>Examination</b>	<b>Maximum number standard pages</b>	<b>Number of words approx.</b>	<b>Extra standard pages per student above 1</b>	<b>Ca. extra number of pages per student above 1</b>
Module assignment	20	7500	10	3750
Alternating modules (not synopsis exam)	14	5250	6	2250
Alternating modules (synopsis exam)	8	3000	-	-

<b>Examination</b>	<b>Number of students</b>	<b>Maximum number standard pages</b>	<b>Number of words ca.</b>
Thesis	1 student	75	28000
Thesis	2 students	100	37500
Thesis	3 students	150	56000