AALBORG UNIVERSITET

CURRICULUM FOR THE MASTER'S PROGRAMME IN TECHNO-ANTHROPOLOGY, 2022, COPENHAGEN

MASTER OF SCIENCE (MSC)
COPENHAGEN

Link to this studyline

Link(s) to other versions of the same line:

Curriculum for the Master's Programme in Techno-Anthropology, 2020, Copenhagen
Curriculum for The Master’s Programme in Techno-Anthropology - 2018 - Copenhagen

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§ 1: PREFACE

Pursuant to consolidation Act 778 of August 7, 2019 on Universities (the University Act), the following is established. The programme also follows the Examination Policies and Procedures incl. the Joint Programme Regulations for Aalborg University.

§ 2: BASIS IN MINISTERIAL ORDERS

The Master's programme is organised in accordance with the Ministry of Higher Education and Science's Order no. 2285 of December 1, 2021 on Full-time University Programmes (the University Programme Order) and Ministerial Order no. 2271 of December 1, 2021 on University Examinations (the Examination Order). Further reference is made to Ministerial Order no. 104 of January 24, 2021 (the Admission Order) and Ministerial Order no. 114 of February 3, 2015 (the Grading Scale Order).

§ 3: CAMPUS

The programme is offered in Copenhagen.

§ 4: FACULTY AFFILIATION

The Master's programme falls under The Technical Faculty of IT and Design, Aalborg University.

§ 5: STUDY BOARD AFFILIATION

The Master's programme falls under Study Board of Techno-Anthropology and Sustainable Design.

§ 6: AFFILIATION TO CORPS OF EXTERNAL EXAMINERS

The Master's programme is associated with the external examiners corps on Civil engineering corps of external examiners.

§ 7: ADMISSION REQUIREMENTS

Applicants with a legal right of admission (retskrav)

- Bachelor of Science (BSc) in Techno-Anthropology (CPH), Aalborg University

Applicants without legal right of admission

- Bachelor of Science (BSc) in Techno-Anthropology (AAL), AAU
- Bachelor of Science (BSc) in Architecture and Design, AAU
- Bachelor of Science (BSc) in Art and Technology, AAU
- Bachelor of Science (BSc) in Biotechnology, AAU
- Bachelor of Science (BSc) in Urban, Energy and Environmental Planning, AAU
- Bachelor of Science (BSc) in Structural and Civil Engineering, AAU
- Bachelor of Science (BSc) in Civil Engineering with specialisation in Structural and Civil Engineering, AAU
- Bachelor of Science (BSc) in Civil Engineering with specialisation in Indoor Environmental Engineering, AAU
- Bachelor of Science (BSc) in Civil Engineering with specialisation in Water and Environment, AAU
- Bachelor of Science (BSc) in Civil Engineering with specialisation in Traffic and Highway Engineering, AAU
- Bachelor of Science (BSc) in Sustainable Design, AAU
- Bachelor of Science (BSc) in Chemical Engineering and Biotechnology, AAU
- Bachelor of Science (BSc) in Computer Science, AAU

- Bachelor of Science (BSc) in Electronic Engineering and IT, AAU
- Bachelor of Science (BSc) in Energy Engineering, AAU
- Bachelor of Science (BSc) in IT, Communication and New Media, AAU
- Bachelor of Science (BSc) in Internet Technologies and Computer Engineering, AAU
- Bachelor of Science (BSc) in Chemical Engineering, AAU
- Bachelor of Science (BSc) in Communication and Digital Media, AAU
- Bachelor of Science (BSc) in Mechanical Engineering and Manufacturing, AAU
- Bachelor of Science (BSc) in Mechanical Design, AAU
- Bachelor of Science (BSc) in Medialogy, AAU
- Bachelor of Science (BSc) in Environmental Sciences, AAU
- Bachelor of Science (BSc) in Nanotechnology, AAU
- Bachelor of Science (BSc) in Psychology, AAU
- Bachelor of Science (BSc) in Robotics, AAU
- Bachelor of Science (BSc) in Sociology, AAU
- Bachelor of Science (BSc) in Software, AAU
- Bachelor of Science (BSc) in Biomedical Engineering and Informatics, AAU
- Bachelor of Science (BSc) in Sustainable Biotechnology, AAU
- Bachelor of Engineering (B Eng) in Civil Engineering, AAU
- Bachelor of Engineering (B Eng) in Construction and Industry, AAU
- Bachelor of Engineering (B Eng) in Sustainable Energy Engineering. AAU
- Bachelor of Engineering (B Eng) in Export Technology, AAU
- Bachelor of Engineering (B Eng) in Chemical Engineering and Biotechnology, AAU
- Bachelor of Engineering (B Eng) in Mechanical Engineering, AAU
- Bachelor of Engineering (B Eng) in Nanotechnology, AAU
- Bachelor of Science (BSc) in Anthropology, AU
- Bachelor of Science (BSc) in Anthropology, KU
- Bachelor of Science (BSc) in Market and Management Anthropology, SDU
- Bachelor of Science (BSc) in Humanistic Technology, RUC
- Bachelor of Science (BSc) in Natural Sciences, RUC
- Professional Bachelor in Bio-analytical Diagnostics
- Professional Bachelor in Radiography
- Professional Bachelor in Nursing
- Professional Bachelor in Occupational Therapy
- Professional Bachelor in Physiotherapy

- Professional Bachelor in Midwifery

All applicants without a legal claim must prove that their English language qualifications is equivalent to level B (Danish level) in English

§ 8: THE PROGRAMME TITLE IN DANISH AND ENGLISH

The Master's programme entitles the graduate to the Danish designation Cand.scient. i teknoantropologi. The English designation is: Master of Science (MSc) in Techno-Anthropology.

§ 9: PROGRAMME SPECIFICATIONS IN ECTS CREDITS

The Master's programme is a 2-year, research-based, full-time study programme. The programme is set to 120 ECTS credits.

§ 10: RULES CONCERNING CREDIT TRANSFER (MERIT), INCLUDING THE POSSIBILITY FOR CHOICE OF MODULES THAT ARE PART OF ANOTHER PROGRAMME AT A UNIVERSITY IN DENMARK OR ABROAD

The Study Board can approve that passed programme elements from other educational programmes at the same level replaces programme elements within this programme (credit transfer).

Furthermore, the Study Board can, upon application, approve that parts of this programme is completed at another university or a further education institution in Denmark or abroad (pre-approval of credit transfer).

The Study Board's decisions regarding credit transfer are based on an academic assessment.

§ 11: EXEMPTIONS

The Study Board's possibilities to grant exemption, including exemption to further examination attempts and special examination conditions, are stated in the Examination Policies and Procedures published at this website: https://www.studieservice.aau.dk/regler-vejledninger

§ 12: RULES FOR EXAMINATIONS

The rules for examinations are stated in the Examination Policies and Procedures published at this website: https://www.studieservice.aau.dk/regler-vejledninger

§ 13: RULES CONCERNING WRITTEN WORK, INCLUDING THE MASTER'S THESIS

In the assessment of all written work, regardless of the language it is written in, weight is also given to the student's formulation and spelling ability, in addition to the academic content. Orthographic and grammatical correctness as well as stylistic proficiency are taken as a basis for the evaluation of language performance. Language performance must always be included as an independent dimension of the total evaluation. However, no examination can be assessed as 'Pass' on the basis of good language performance alone; similarly, an examination normally cannot be assessed as 'Fail' on the basis of poor language performance alone.

The Study Board can grant exemption from this in special cases (e.g., dyslexia or a native language other than Danish).

The Master's Thesis must include an English summary. If the project is written in English, the summary can be in Danish. The summary is included in the evaluation of the project as a whole.

§ 14: REQUIREMENTS REGARDING THE READING OF TEXTS IN A FOREIGN LANGUAGE

It is assumed that the student can read academic texts and use reference works, etc., in English.

§ 15: COMPETENCE PROFILE ON THE DIPLOMA

The following competence profile will appear on the diploma:

A Candidatus graduate has the following competency profile:

A Candidatus graduate has competencies that have been acquired via a course of study that has taken place in a research environment.

A Candidatus graduate is qualified for employment on the labour market based on his or her academic discipline as well as for further research (PhD programmes). A Candidatus graduate has, compared to a Bachelor, developed his or her academic knowledge and independence so as to be able to apply scientific theory and method on an independent basis within both an academic and a professional context.

§ 16: COMPETENCE PROFILE OF THE PROGRAMME

A graduate of the Master's programme in Techno-Anthropology can:

Knowledge

- explain and compare a broad selection of socio-technical theories, based on the highest international research, of relevance to technology and innovation within digitalization
- explain and critically reflect on a broad selection of qualitative, interactional, interventional and ethnographic methods, based on the highest international qualitative research, of relevance to technology and innovation within digitalization
- identify and critically evaluate key processes of technological development, including research strategies, development principles, institutional conditions, industrial dynamics, political regulation and knowledge controversies
- identify, explain and compare different perspectives on exemplary technology cases in relation to technology and innovation within digitalization
- paraphrase and critically evaluate professional literature used in technology and innovation within digitalization

Skills

- develop new analyses and assessments of social, societal and ethical conditions, challenges and implications of complex technologies
- contribute through research-based advice on the management of social, societal and ethical conditions, challenges and implications of complex digital technologies
- engage in dialogue on professional, disciplinary and interdisciplinary topics with stakeholders, and representatives of different professions and disciplines in technology and innovation within digitalization
- apply a broad selection of interactive, interventional, experimental and ethnographic methods, including digital ones
- navigate technologically in relation to digital innovation and transformation processes

Competenc i es

- participate in initiation, mediation and facilitation of interdisciplinary team-based innovational processes
- participate in the management of complex work and processes related to the development of sustainable technological solutions within digitalization that are professional and socially responsible
- support the transformation of technological opportunities into socially responsible products and systems that require new solutions
- take responsibility for own professional development and specialization
- develop and integrate new digital perspectives and methodologies in anthropological analysis and practice

§ 17: STRUCTURE AND CONTENTS OF THE PROGRAMME

This education is cross-disciplinary and involves several faculties at Aalborg University. It is important for the programme that the affiliated teachers have a cross-disciplinary approach and profile.

The programme is structured in modules and organised as a problem-based study. A module is a programme element or a group of programme elements, which aims to give students a set of professional skills within a fixed time frame specified in ECTS credits, and concluding with one or more examinations within specific exam periods. Examinations are defined in the curriculum.

In the project module, the students work self-dependently with the problem-oriented project. In the education of Techno-Anthropology, a lot of field studies are included in each project. The project work also includes active teacher and student feedback during specific milestone seminars to exchange experiences across project groups. Project-oriented workshops also contribute to frame and facilitate project work.

The course modules aim to further relevant knowledge for the students in relation to the semester focus. The courses combine different teaching approaches, including workshops, student presentations, portfolio work, lectures, blended

learning, etc. A key intention with the courses is to establish an academic understanding and to create a room for academic reflection.

Sociotechnical content

A key academic focus on this master is the sociotechnical interplay between technologies, people, and organizations. In the master's programme, major emphasis is put on understanding this interplay specifically in relation to digital transformations. The first semester (TAN7) provides insight into the understanding of the complex technological transformations of digitalization processes. In the second semester (TAN8), greater emphasis is put on engagement in facilitation of digital transformation. Specific theories and approaches for facilitation is introduced and applied in relation to digitalization processes. This knowledge is further consolidated and developed in TAN9 and TAN10.

The sociotechnical teaching is primarily anchored in the Research group of Techno-Anthropology and Participation, Department of Planning.

An thropological and ethnographic content

The master's programme has a strong emphasis on digital anthropology and digital controversy mapping. This reflect how ethnographic and anthropological theories, methods and practices are changing as a result of accelerating development of digital technologies and their companion artefacts. In the first semester (TAN7), the newest anthropological perspectives on and theories about our social life on and with digital platforms is introduced. New perspectives on digital expert cultures is also unfolded, and new methods from digital, virtual and computational anthropology is introduced. In the second semester (TAN8), emphasis is put on applying digital methods quali-quantitatively to map controversed. During TAN9, students may select an elective project on 'Digital worlds in anthropological analysis', if they would like to further engage with digital anthropology. During TAN10, these anthropological and ethnographic competences are consolidated in the self-dependent work on the master thesis.

The anthropological and ethnographic teaching is primarily anchored within the Department of Culture and Learning among teachers that research into techno-anthropological themes and methods.

Te chnology-oriented content

The technology-oriented content is mainly developed through courses on the first and second semester and main emphasis is to provide a technological understanding of digital data and digital technological systems. In the first semester (TAN7), the technological course introduces a deeper technological understanding to how digital data is used, processed and collected. In the second semester (TAN8), a deeper understanding of digital technological systems is given with starting point in cutting edge technologies. During TAN9, students have the possibility to delve more into the technological context either by doing a project in a high-tech organization or by engaging in action research in technological transformation processes. During TAN10, this knowledge is consolidated by documenting an understanding of how technologies are implemented and used.

The technological teaching is anchored in the Research group of Communication, Media and Information technologies, Department of Electronic Systems.

Semester progression

It is important to notice that the master's programme in Techno-Anthropology is a continuation of the bachelor's programme in Techno-Anthropology, and hence, require students to have appropriate knowledge concerning socio-technical, ethnographical & anthropological, and technological knowledge. For this reason, it is greatly advised for non-Techno-Anthropology bachelors to enroll in and complete our e-course that aims to provide the necessary basic knowledge.

TAN7 semester takes as an outset that we are living in an age of the Techno-Anthropocene where we shape technology as technology shape us, and together we shape the world. One of the main drivers in this constant process of transformation are digital technologies, which are often hidden in black-boxes or invisible and intangible to the human eye and perception. Project work and courses in this semester will focus on how to make these processes of transformation visible and tangible, hence opening black-boxes to make embodiment possible.

TAN8 semester focuses on "Facilitating Technological Transformations" with a particular attention to controversial technological developments and emerging technological products and practices. The semester provides concepts and methods of understanding technological controversies, practice-based descriptions of technical aspects, and methodological approaches to facilitate techno-anthropological transformations.

TAN9 semester provides the possibility for students to spend time collaborating directly with an external organization, perform action research or delve into digital anthropological analysis. Since a key focus on this semester is to strengthen the students' employability, it is highly recommended to cooperate with companies or institutions in all three types of projects. In all three cases, the goal is that the students gain experience from a company or institution – and that the students can communicate the result of their analysis to the company or institution in a useful way. This will allow the students to try out and reflect about how competences from the courses and projects can be used in a future job.

TAN10 semester is dedicated for writing the Master's Thesis, where the entire curriculum of the master's programme is consolidated into a self-dependent problem-oriented project work.

§ 18: OVERVIEW OF THE PROGRAMME

All modules are assessed through individual grading according to the 7-point scale *or* Passed/Not Passed. All modules are assessed by external examination (external grading) or internal examination (internal grading or by assessment by the supervisor only).

Offered as: 1-professional						
Module name	Course type	ECTS	Applied grading scale	Evaluation method	Assessment method	Language
1 SEMESTER						
Technological Transformations in Private, Public and Community Organizations (TBTANK22101)	Project	15	7-point grading scale	Internal examination	Oral exam based on a project	English
Digital Anthropology (TBTANK22102)	Course	5	7-point grading scale	Internal examination	Written or oral exam	English
Introduction to Scripting, Data Mining and Machine Learning (TBTANK22103)	Course	5	7-point grading scale	Internal examination	Written or oral exam	English
Framing Techno-Anthropological Transformation (TBTANK22104)	Course	5	7-point grading scale	Internal examination	Written or oral exam	English
2 SEMESTER						
Facilitating Technological Transformations in Private, Public and Community Organizations (TBTANK22201)	Project	15	7-point grading scale	External examination	Oral exam based on a project	English
Digital Controversy Mapping (TBTANK22202)	Course	5	7-point grading scale	Internal examination	Written or oral exam	English
Emerging Science and Technology (TBTANK22203)	Course	5	Passed/Not Passed	Internal examination	Written or oral exam	English
Facilitating Techno-Anthropological Transformations (TBTANK22204)	Course	5	7-point grading scale	Internal examination	Written or oral exam	English
3 SEMESTER						
Electives 3rd Semester Choose 1 project	Project	25				
Reflexive Project Design and Competence Development (TBTANK22304)	Course	5	Passed/Not Passed	Internal examination	Written or oral exam	English
4 SEMESTER						
Master's Thesis (TBTANK22401)	Project	30	7-point grading scale	External examination	Master's thesis/final project	English

Electives 3rd Semester Choose 1 project						
Module name	Course type	ECTS	Applied grading scale	Evaluation Method	Assessment method	Language

Project-Oriented Study in an External Organisation (TBTANK22301)	Project	25	7-point grading scale	Internal examination	Oral exam based on a project	English
Action Research (TBTANK22302)	Project	25	7-point grading scale	Internal examination	Oral exam based on a project	English
Digital Worlds in Anthropological Analysis (TBTANK22303)	Project	25	7-point grading scale	Internal examination	Oral exam based on a project	English

Theory of science

Theory of science plays a central role in Techno-Anthropology. In order to be able to understand, follow and contribute to technology development, which takes place in interdisciplinary collaborations, the students need to be able to understand how different knowledge perspectives forms professional's perspectives on technology in relation to different disciplines. They also need to understand, which knowldge and technology perspectives they draw upon themselves, when they perform studies, interventions and development of technologies. For this reason, the students are introduced to theory of science through the entire study. On the master a main focus within theory of science is especially concerned with collaboration between the university and other epistemological regimes and the theory of science of intervention research. In addition, there is a general focus on inclusion of theory of science perspectives in the Master's Thesis and the semester projects.

Commencement of studies exam

The commencement of studies exam does not provide any ECTS and will not appear at the Master's diploma.

Aim
The purpose of the commencement of studies exam is to determine if the enrolled students have commenced the study programme. Thus, the students must participate in the commencement of studies exam in order to stay enrolled at the study programme. If a student does not participate in the commencement of studies exam, the student's enrollment at the study programme will be terminated shortly after the date of the (second) commencement of studies exam. The commencement of studies exam will take place during the first couple of weeks after semester start.

Content
The commencement of studies exam is based on the study introduction programme and contains a series of general questions regarding e.g. the student's expectations and reasons for choosing the study programme.

Re-examination:
If a student does not participate in the commencement of studies exam, he/she will have the opportunity to participate in a second commencement of studies exam. If a student does not participate in neither of the two commencement of studies exams, the student's enrollment at the study programme will be terminated no later than October 1. The study board can grant an exemption in case of extraordinary circumstances.

Assessment method
Written examination

Evaluation method
Internal examination. The students will receive the assessment 'Approved' or 'Not approved' based on their participation in the commencement of studies exam. A student will receive the assessment 'Approved' by participating in and answering the commencement of studies exam.

Right to complain
A student has a right to file a complaint about the assessment of the commencement of studies exam to the university. The complaint must be filed to the university at sl-klager@adm.aau.dk no later than two weeks after the student is informed about the result of the commencement of studies exam. In case the university does not rule in favor of the student, the decision may be appealed to the Danish Agency for Science and Higher Education if the appeal concerns legal issues.

§ 19: ADDITIONAL INFORMATION

Preparatory e-course

Prior to study start students are advertised to follow and complete the digital course on Techno-Anthropology. Especially students that do not have a bachelor in Techno-Anthropology are encouraged to update their knowledge about Problem-Based Learning, STS and anthropology, since this knowledge is advised in order to be able to follow the courses and projects at the Master's programme of Techno-Anthropology. TAN bachelors can also benefit from a refreshment of these insights and theories.

PBL introductory course at 1st semester

All students who have not participated in Aalborg University's PBL introductory course during a Bachelor's degree at Aalborg University must attend the introductory course "Problem-based Learning and Project Management" at 1st semester. The student must pass the introductory course in order to participate in the 1st semester project examination. For further information, please see the Department of Planning's website.

Competence profile workshop at 2nd semester

All students must participate in the competence profile workshop at 2nd semester and pass the assignment in order to participate in the 2nd semester project examination. For further information, please see the Department of Planning's website.

Pre-approval of credit transfer

It is recommended that completion of parts of the programme at other national or international educational institutions is placed on the 3rd semester of the study programme.

§ 20: COMMENCEMENT AND TRANSITIONAL RULES

The curriculum is approved by the dean and enters into force as of September 1, 2022. The curriculum takes effect for students who per September 1, 2022 begin their 1st and 3rd semester.

The Study Board does not offer teaching after the previous curriculum from 2020 after the summer examination period 2022.

The Study Board offers examinations in modules under the previous curriculum, if there are students who have used examination attempts in a module without passing. The number of examination attempts follows the rules in the Examination Order.

§ 21: AMENDMENTS TO THE CURRICULUM AND REGULATIONS