Curriculum for
Master in Problem Based Learning in
Engineering and Science
(MPBL)

Aalborg University 2013
Preface:

Pursuant to Act 652 of June 24, 2012 on Universities (the University Act) with subsequent changes, the following curriculum for the Master's programme in Problem Based Learning in Engineering and Science is stipulated. The programme also follows the Framework Provisions and the Examination Policies and Procedures for the Faculty of Engineering and Science.

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Chapter 1: Legal framework

1.1 Ministerial order’s legal basis

The Master’s programme in Problem Based Learning In Engineering and Science (MPBL) is organised in accordance with the Ministry of Science, Technology and Innovation’s Ministerial Order no. 1188 of December 7, 2009 on part time education (deltidsbekendtgørelsen), Ministerial Order no. 1187 of December 7, 2009 on Master’s programmes and Ministerial Order no. 666 of June 24, 2012 on University Examinations (the Examination Order) with subsequent changes. Further reference is made to Ministerial Order no. 240 of March 11, 2013 (the Admission Order) and Ministerial Order no. 250 of March 15, 2007 (the Grading Scale Order) with subsequent changes.

Furthermore, the MPBL follows the Framework Provisions and the Addendum on Examination Policies and Procedures of the Faculty of Engineering and Science, Aalborg University (link here: http://www.en.teknat.aau.dk/Official+documents/Program+rules+and+curricula/Rules+and+regulations/).

1.2 Relevant faculty

The MPBL study programme is affiliated to the Faculty of Engineering and Science, Aalborg University.

1.3 Relevant study board

The MPBL study programme is administered by the Study Board for Techno Anthropology, Aalborg University.

Chapter 2: Admission, title, duration, and competence profile

2.1 Admission

Admission to the MPBL programme presupposes a relevant higher education, at least at Bachelor level and at least two years of relevant professional experience in teaching or similar occupation following completion of the qualifying exam.

Relevant bachelor educations are, for example: Bachelor of Engineering or Bachelor of Science within any field of engineering or science; Bachelor of Education.

Other admission requirements are
• English language proficiency at level B2 (CEFR), 6 (IELTS), 550 (TOEFL, ITP), or similar, i.e. written and oral command of English, sufficient to participate in online group discussions.
• Ability to and experience with synchronous and asynchronous communication using ICT.

Aalborg University may allow admission to applicants who do not fulfil the admission requirements but who are considered to have the necessary prerequisites to accomplish the study programme. The requirement of relevant professional experience cannot be exempted.

2.2 Degree designation in Danish and English
The completed master education entitles participants to the title:

• Master i problembaseret læring i ingeniør- og naturvidenskab (Danish)
• Master in Problem Based Learning in Engineering and Science (English)

2.3 The programme’s specification in ECTS credits
The master education is a research based continuing education, equivalent to a one-year full-time study (60 ECTS credits) and offered as a part-time study lasting two years, divided into four semesters and credited with 15 ECTS pr. semester. The first three semesters consist of one project of 5 ECTS and 2 courses of 5 ECTS each while the last semester is the Master’s thesis (15 ECTS).

2.4 Competence profile on the diploma
The following competence profile will be evident from the diploma:

A Master has competencies that have been acquired through a course of study based on an integration of research results and practical experience.
A Master is able to fulfil highly qualified functions in businesses, institutions and the like, through scholarship-based personal and academic competencies.

2.5 The programme competence profile
The overall aim of this Master’s programme is to support participants in achieving competences that will allow them to act as change agents in the introduction of problem based and project organised learning at the level of a single course as well as at the level of a curriculum or an institution within the context of engineering and science education, addressing diverse groups of students.

A Graduate from the MPBL programme has achieved the following knowledge, skills and competences:

Knowledge:
• Displays knowledge and understanding within the area of educational theory and practice of problem based and project organised learning, based on state of the art international research in this domain
• Understands and reflects on knowledge within the area of educational planning and implementation and is able to identify scientific issues in this field
• Continuously reflects on and improves his/her teaching competences, through studying literature on teaching and learning, in particular on PBL and documents this through collecting evidence of teaching and learning for updating his/her teaching portfolio

Skills:
• Regularly applies scientific methods and tools within the area of educational design and planning and uses general skills related to educational planning and implementation
• Designs, implements, analyses and evaluates (part of) an engineering education curriculum applying PBL principles
• Confidently applies theories and methods for evaluation and quality development within engineering education
• Routinely performs teaching roles in a PBL curriculum, including acting as a facilitator of diverse groups of students
• Regularly communicates professional issues and models to colleagues as well as to non-specialist stakeholders
• Convincingly facilitates stakeholders in a process of curriculum development

Competences:
• Independently participates in professional and interdisciplinary collaboration and takes on professional responsibility
• Manages educational change processes that are complex, unpredictable and require new models
• Discusses with stakeholders the importance of competence improvement of engineers, globally and nationally, and how the theory and practice of PBL contributes to this.

Chapter 3: Content and organisation of the programme

3.1 Structure and overview
The programme is a problem-based and project organised study, structured in four semesters. One semester consists of one to three study activities which aims to give participants a set of professional skills within the fixed time frame specified in ECTS credits. A semester concludes with one or more examinations within a specific exam period. Examinations are described in the curriculum.

The academic progression of the programme is reflected in the project work. In semester 1 the participants write a personal teaching portfolio, including reflections on educational experiments. In semester 2 the project work includes design and planning of an educational experiment and in semester 3 an educational experiment is implemented, possibly the experiment planned in semester 2 but other educational experiment may be implemented. In the Master’s thesis participants work on a project designed to ensure fulfillment of all programme learning outcomes, as specified in section 2.5.

A total of 20 ECTS is assessed through external examination and a total of 40 ECTS is marked according to the 7-step scale.
An overview of the programme is depicted in the table.

<table>
<thead>
<tr>
<th>Course/Project</th>
<th>Exam form</th>
<th>Assessment</th>
<th>Grading</th>
<th>ECTS</th>
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</thead>
<tbody>
<tr>
<td><strong>Semester 1: Development of teaching competences (15 ECTS)</strong></td>
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<tr>
<td>Project: Teaching portfolio</td>
<td>Written</td>
<td>Internal</td>
<td>7 step scale</td>
<td>5</td>
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<tr>
<td>Course 1: Teaching and learning theories</td>
<td>Oral</td>
<td>Internal</td>
<td>Pass/fail</td>
<td>5</td>
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<tr>
<td>Course 2: Collaborative learning skills and scientific writing</td>
<td>Oral/written</td>
<td>Internal</td>
<td>Pass/fail</td>
<td>5</td>
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<tr>
<td><strong>Semester 2: PBL models and principles (15 ECTS)</strong></td>
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<tr>
<td>Project: Design and planning of a PBL semester</td>
<td>Oral</td>
<td>Internal</td>
<td>7 step scale</td>
<td>5</td>
</tr>
<tr>
<td>Course 1: PBL models and curriculum development</td>
<td>Written</td>
<td>Internal</td>
<td>7 step scale</td>
<td>5</td>
</tr>
<tr>
<td>Course 2: Facilitation skills and teaching methods for active learning</td>
<td>Oral/written</td>
<td>Internal</td>
<td>Pass/fail</td>
<td>5</td>
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<tr>
<td><strong>Semester 3: Management of change and evaluation (15 ECTS)</strong></td>
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<tr>
<td>Project: Implementation of change</td>
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<td>7 step scale</td>
<td>5</td>
</tr>
<tr>
<td>Course 1: Management of change to PBL</td>
<td>Written</td>
<td>Internal</td>
<td>7 step scale</td>
<td>5</td>
</tr>
<tr>
<td>Course 2: Research methods for educational evaluation</td>
<td>Oral/written</td>
<td>Internal</td>
<td>Pass/fail</td>
<td>5</td>
</tr>
<tr>
<td><strong>Semester 4: Master’s thesis project (15 ECTS)</strong></td>
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<tr>
<td>Project: Master’s thesis</td>
<td>Oral</td>
<td>External</td>
<td>7 step scale</td>
<td>15</td>
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<tr>
<td><strong>ECTS Total</strong></td>
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<td><strong>60</strong></td>
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</table>

3.2 Teaching format

The programme is based on a combination of academic, problem-oriented and interdisciplinary approaches to teaching and learning. Teaching formats include but may not be limited to the following methods:

- On-line lectures
- Web mediated project work
- On-line workshops
- Self-study and readings
- Web mediated exercises (individually and in groups)
- Facilitation feedback
- Self- and group reflection
Individual portfolio work

The MPBL programme is an international, fully on-line programme; thus, in this programme advanced teaching and learning tools, including E-learning and video conferencing tools will be used intensively.

3.3 Semester 1: Development of Teaching Competences

Credit
15 ECTS.

Prerequisites
None other than admission requirements.

Aim
The semester aims to present the theoretical foundations of student centred teaching and active and collaborative learning, including PBL. Semester 1 consists of three study activities, one project and two courses.

Project: Teaching Portfolio
(Danish title: Undervisningsportfolio)

Credit
5 ECTS

Aim
The aim of this project is to support the participants in developing and communicating own teaching competences, while reflecting on learning theories and curriculum models. It is a starting point for the participants to continuously develop their teaching competences.

Learning outcomes
After completion of this project you should have achieved skills and competences enabling you to:

Skills:
• Reflect on the alignment of own teaching philosophy, teaching practice and specific choice of pedagogical and educational principles and methods
• Analyse and discuss the use of active learning principles with the aim of planning, experimenting and developing own teaching practice

Competences:
• Reflect on and generalize own teaching experiences in the light of concepts, theories and methods presented in the course
• Communicate the results of the above considerations in a teaching portfolio, written in scientific language.

Content and teaching format
In this project the general knowledge from the courses in semester 1 should be linked to experiences from own teaching practice. Participants have to prepare a personal teaching portfolio which should contain a self-critical reflection on and evaluation of own teaching philosophy and teaching practice, seen in the light of the concepts, theories and methods presented in the courses. The teaching portfolio should also contain reflections on future innovative teaching experiments in own teaching practice. The teaching portfolio should be presented and communicated using scientific language.

The teaching format includes self-study, on-line group work, facilitation and feedback sessions.

**Exam form**
The project is assessed through a written internal examination and marked according to the 7-step scale. The assessment is based on a written personal teaching portfolio. In the assessment both the content and the communicative aspects of the teaching portfolio will be considered.

For further description of the examination, please see “The Examination Policies and Procedures, Addendum to the Framework Provisions of the Faculty of Engineering and Science”.

**Assessment criteria**
The assessment criteria are as stated in the Framework Provisions, Annex 2, page 54.

**Course 1: Teaching and Learning Theories**
(Danish title: Undervisnings- og læringsteorier)

**Credit**
5 ECTS

**Aim**
The aim of this course is to support the participants in acquiring knowledge about learning theories and curriculum models, in order to analyse and reflect on the relationship to own practice. The course also supports the participants in developing a personal teaching portfolio.

**Learning outcomes**
After completion of this course you should have achieved knowledge and skills enabling you to:

**Knowledge:**
- Explain similarities and differences between a minimum of three different learning theories
- Describe and analyse advantages and disadvantages of these learning theories, specifically in relation to Science, Technology, Engineering and Mathematics (STEM) education

**Skills:**
- Discuss and analyse the relationship between a minimum of three curriculum models and the above learning theories
- Reflect on potential use of learning theories and curriculum models in own teaching practice.

**Content and teaching format**
- The teaching portfolio
Learning theories, including active learning and PBL
Teaching and learning theories in STEM (science, technology, engineering, mathematics) education
Curriculum models

The teaching format is based on self-study, on-line lecturing, facilitating synchronous and asynchronous discussions and sharing of knowledge and experiences.

Exam form
The course is assessed through an internal oral examination and marked according to Pass/Non-pass. More details about the assessment will be communicated to participants at the start of the course.

For further description of the examination, please see “The Examination Policies and Procedures, Addendum to the Framework Provisions of the Faculty of Engineering and Science”.

Assessment criteria
The assessment criteria are as stated in the Framework Provisions, Annex 2, page 54.

Course 2: Collaborative Learning and Scientific Writing
(Danish title: Kollaborativ læring og videnskabelig formidling)

Credit
5 ECTS

Aim
The aim of this course is to support the participants in developing collaborative skills based on theories of collaborative and cooperative learning and in developing skills in the art of scientific writing and argumentation. The course also supports the participants in the writing of the teaching portfolio.

Learning outcomes
After completion of this course you should have achieved knowledge, skills and competences enabling you to:

Knowledge:
- Discuss advantages and disadvantages of theories of collaborative learning

Skills:
- Relate and apply these theories to your own situation as a participant in the MPBL study
- Write and argue according to standards of the professional community

Competences:
- Independently participate in professional and interdisciplinary collaboration

Content and teaching format
- Theories of collaborative learning
- Cross cultural and interdisciplinary collaboration
- Scientific writing

The teaching format is based on self-study, on-line lecturing, sharing of knowledge and experiences facilitating synchronous and asynchronous discussions, on-line workshops, seminars etc.

**Exam form**
The course is assessed through an internal oral or written examination and marked according to Pass/Non-pass. More details about the assessment will be communicated to participants at the start of the course.

For further description of the examination, please see “The Examination Policies and Procedures, Addendum to the Framework Provisions of the Faculty of Engineering and Science”.

**Assessment criteria**
The assessment criteria are as stated in the Framework Provisions, Annex 2, page 54.

### 3.4 Semester 2: PBL models and principles

**Credit**
15 ECTS.

**Aim**
The semester aims to present PBL principles and models, together with methods of curriculum development and methods of facilitating students’ active learning. The semester consists of three study activities, a project and two courses.

**Prerequisites**
The semester presupposes that participants have a basic knowledge of learning theories and curriculum models and are able to develop own teaching competences.

**Project: Design and Planning of a PBL Module**
(Danish title: Design og planlægning af et PBL modul)

**Credit**
5 ECTS

**Aim**
The aim of this project is to support participants in developing competences to design and plan educational experiments, based on PBL principles and including elements of curriculum and staff development.

**Learning outcomes**
After completion of this project you should have achieved competences enabling you to:

Competences:
Apply theories and methods presented in the semester courses to design and plan a PBL based educational experiment, adapted to the relevant context and the relevant group of students, including a description of tasks and roles of students and staff.

Communicate, in writing and orally, the product and the processes of the project work in a project report, respectively a process analysis, adhering to scientific standards of written and oral communication.

Content and teaching format
This problem based project should include problem identification, problem analysis, problem formulation and proposed problem solution in the form of a design of and a plan for an educational experiment, including elements from one or more PBL models and aimed at solving the identified problem. The educational experiment should be adapted to a specific self-chosen teaching and/or institutional context.

The results of the project work should be documented in a project report. The project should preferably be carried out in teams of 2-4 participants and the project work processes should be documented in a process analysis, jointly written by the project team members. Individual participants will be connected to a study/project group, allowing them to discuss and compare their respective experiments.

The teaching format is a group project, including self-study, on-line group work, project facilitation and feedback sessions.

Exam form
The project is assessed through an oral, internal examination and marked according to the 7-step scale. The project assessment takes its point of departure in the written project report and the accompanying process analysis. Questions may be asked to all elements of the project, product as well as process. In the assessment both the content and the communicative aspects of the written work will be considered.

For further description of the examination, please see “The Examination Policies and Procedures, Addendum to the Framework Provisions of the Faculty of Engineering and Science”.

Assessment criteria
The assessment criteria are as stated in the Framework Provisions, Annex 2, page 54.

Course 1: PBL Models and Curriculum Development
(Danish title: PBL modeller og undervisningsudvikling)

Credit
5 ECTS

Aim
The aim of this course is to support the participants in acquiring knowledge about PBL learning principles, implementation of such principles in different PBL models and different models of curriculum development, including assessment of learning outcomes.

Learning outcomes
After completion of this course you should have achieved knowledge and skills enabling you to:

Knowledge:
- Discuss the relationship between PBL learning principles and learning theories
- Discuss and compare the applicability within your own institution of a minimum of three different PBL models, taking into consideration the institutional framework
- Discuss and compare advantages and disadvantages of a minimum of two different curriculum development models, in relation to a given curriculum to be implemented within your own institution

Skills:
- Discuss and reflect on the principle of constructive alignment in curriculum development in relation to a given curriculum, for example, the curriculum in focus in the semester project work.

Content and teaching format
- Historical background of PBL
- PBL learning principles
- Different PBL models
- Different curriculum development models, including constructive alignment
- Assessment of learning outcomes
- Methods for designing and planning an educational experiment.

The teaching format is based on self-study, on-line lecturing, facilitating synchronous and asynchronous discussions and sharing of knowledge and experiences.

Exam form
The course is assessed through an internal written examination and marked according to Pass/Non-pass. The assessment is based on a written essay of maximum 10 pages on a self-chosen course topic of relevance for your own teaching situation, respectively your own institution. More details about the assessment will be communicated to participants at the start of the course.

For further description of the examination, please see “The Examination Policies and Procedures, Addendum to the Framework Provisions of the Faculty of Engineering and Science”.

Assessment criteria
The assessment criteria are as stated in the Framework Provisions, Annex 2, page 54.

Course 2: Facilitation and Active Learning
(Danish title: Facilitering og aktiv læring)

Credit
5 ECTS

Aim
The aim of this course is to support the participants in developing skills for facilitating students’ collaborative and active learning processes in various teaching situation, in PBL and non-PBL environments.

**Learning outcomes**
After completion of this course you should have achieved knowledge and skills enabling you to:

**Knowledge:**
- Discuss advantages and disadvantages of a minimum of three different teaching methods for active learning

**Skills:**
- Discuss and reflect on aspects of importance for the process of role transition from lecturer to facilitator, with reference to your own role as a teacher
- Apply and facilitate at least two different teaching methods for active learning in your own teaching
- Analyse and reflect on the effect of your use of teaching methods for active learning, including your role as facilitator

**Content and Teaching Format**
- Role transition from lecturer to facilitator
- Tools for effective facilitation
- Teaching methods for active learning

The teaching format is based on self-study, on-line lecturing, sharing of knowledge and experiences facilitating synchronous and asynchronous discussions, on-line workshops, seminars etc.

**Exam form:**
The course is assessed through an internal, oral or written examination and marked according to Pass/Non-pass. More details about the assessment will be communicated to participants at the start of the course.

For further description of the examination, please see “The Examination Policies and Procedures, Addendum to the Framework Provisions of the Faculty of Engineering and Science”.

**Assessment criteria**
The assessment criteria are as stated in the Framework Provisions, Annex 2, page 54.

**3.5 Semester 3: Management of change and educational evaluation**

**Credit**
15 ECTS.

**Aim**
The semester aims to present theories of change management in the context of PBL and methods of evaluation of educational change. The semester consists of three study activities, a project and two courses.
Prerequisites
The semester presupposes that participants have a basic understanding of PBL and are able to assess their own teaching competences.

Project: Implementation of Change
(Danish title: Implementering af forandring)

Credit
5 ECTS

Aim
The aim of this project is to support participants in developing competences to manage educational change processes, including evaluation of such processes.

Learning outcomes
After completion of this project you should have achieved skills and competences enabling you to:

Skills:
- Analyse pedagogical development policies and strategies of your own institution, with the aim of identifying potentials and barriers for change to PBL

Competences:
- Develop and evaluate a strategy for implementing PBL in a self-chosen and specified situation/institution

Content and teaching format
In this problem based project the participants will plan and design a strategy for implementing change in an institution of higher education, in particular introducing elements from PBL. The implementation strategy should be founded on theories of organisational change and include arguing for the choice of PBL elements. The plan should be detailed, identifying stages in the implementation process, including evaluation procedures and methods.

The results of the project work should be documented in a project report. The project should preferably be carried out in teams of 2-4 participants and the project work processes should be documented in a process analysis, jointly written by the project team. Individual participants will be connected to a study/project group, allowing them to discuss and compare their respective implementation strategies.

Exam form
The project is assessed through an oral, external examination and marked according to the 7-step scale. The project assessment takes its point of departure in the written project report and the accompanying process analysis. Questions may be asked to all elements of the project, product as well as process. In the assessment both the content and the communicative aspects of the written work will be considered.

For further description of the examination, please see “The Examination Policies and Procedures, Addendum to the Framework Provisions of the Faculty of Engineering and Science”.
Assessment criteria
The assessment criteria are as stated in the Framework Provisions, Annex 2, page 54.

Course 1: Management of Change to PBL
(Danish title: Forandringsledelse til PBL)

Credit
5 ECTS

Aim
The aim of this course is to support the participants in acquiring knowledge about theories of organisational development and theories of management, including evaluation, of educational change in higher education.

Learning outcomes
After completion of this course you should have achieved knowledge and skills enabling you to:

Knowledge:
- Discuss and analyse advantages and disadvantages of management models, particularly in relation to active learning
- Discuss and analyse factors influencing the need for change in educational organisation
- Discuss the role of faculty development in implementation of institutional change

Skills:
- Discuss and reflect on the consequences of change for the main stakeholders in the change process

Content and teaching format
- The role of the university as an organisation
- Theories of change management
- Faculty development

The teaching format is based on self-study, on-line lecturing, facilitating synchronous and asynchronous discussions and sharing of knowledge and experiences.

Exam form
The course is assessed through an internal written examination and marked according to the 7-step scale. The assessment is based on a self-chosen written case study of maximum 10 pages, describing a change process of relevance for your own teaching situation, respectively your own institution and including relevant references. More details about the assessment will be communicated to participants at the start of the course.

For further description of the examination, please see “The Examination Policies and Procedures, Addendum to the Framework Provisions of the Faculty of Engineering and Science”.

Assessment criteria
The assessment criteria are as stated in the Framework Provisions, Annex 2, page 54.

**Course 2: Research Methods for Educational Evaluation**  
(Danish title: Forskningsmetoder for uddannelsesevaluering)

**Credit**  
5 ECTS

**Aim**  
The aim of this course is to support the participants in developing skills in using research methods and instruments in engineering education, emphasizing educational evaluation for quality development.

**Learning outcomes**  
After completion of this course you should have achieved knowledge and skills enabling you to:

Knowledge:
- Identify clear research objective(s) and formulate clear research questions in relation to objective(s)

Skills:
- Discuss and compare quantitative and qualitative research methods and evaluate their relevance in relation to different types of research questions.  
- Formulate a strategy for quality development within own institution

**Content and teaching format**  
- Scientific paradigms and research questions  
- Quantitative, qualitative and mixed methods research  
- Methods and procedures for evaluation  
- Quality development for sustainable change

The teaching format is based on self-study, on-line lecturing, sharing of knowledge and experiences facilitating synchronous and asynchronous discussions, on-line workshops, seminars etc.

**Exam form**  
The course is assessed through an internal, oral or written examination and marked according to Pass/Non-pass. More details about the assessment will be communicated to participants at the start of the course.

For further description of the examination, please see “The Examination Policies and Procedures, Addendum to the Framework Provisions of the Faculty of Engineering and Science”.

**Assessment criteria**  
The assessment criteria are as stated in the Framework Provisions, Annex 2, page 54.

**3.6 Semester 4: Master’s Thesis**  
(Danish title: Masterprojekt)
Credit
15 ECTS

Aim
The overall aim of this semester is to support the participants in fulfilling all MPBL programme learning outcomes, as given in section 2.5 of this curriculum, through the Master’s thesis project.

Prerequisites
The semester presupposes that participants have passed semesters 1-3 or have similar competences from other pedagogical education.

Learning outcomes
Through this project you should achieve skills and competences enabling you to:

Skills:
- Communicate project work results and processes of the project in a scientific way, both in writing and orally
- Reflect on your own learning process and development of teaching competences during the MPBL, as documented in your updated Teaching Portfolio.

Competences:
- Critically analyse the MPBL programme learning outcomes in section 2.5 in this curriculum, with the aim of identifying missing gaps in learning outcomes, i.e. learning outcomes which you have not yet fully achieved
- Based on above, design and plan a final year project that aims to achieve missing programme learning outcomes

Content and teaching format
The Master’s thesis project should be a problem based project that takes its point of departure in a problem area defined by the identified deficiencies in your fulfilment of programme learning outcomes. The project should draw upon the knowledge, skills and competences gained from the previous semesters 1 - 3. Furthermore, the teaching portfolio should be updated to include the newly acquired knowledge, skills and competences in teaching.

The teaching format is mainly based on individual self-study and on-line study group discussions, combined with on-line facilitation and feedback.

Exam form
The Master’s thesis is assessed through an external assessment of the thesis report and the updated teaching portfolio and marked according to the 7-step scale. The form of the assessment is an individual oral exam, taking its point of departure in the written Master’s thesis and the updated teaching portfolio. Questions may be asked to all elements of the MPBL programme. In the assessment both the content and the communicative aspects of the written work will be considered.

For further description of the examination, please see “The Examination Policies and Procedures, Addendum to the Framework Provisions of the Faculty of Engineering and Science”.
Assessment criteria
The assessment criteria are as stated in the Framework Provisions, Annex 2, page 54.

Chapter 4: Effective date, interim regulations and revision

The curriculum adopted by the Study Board of Techno Anthropology and approved by the Dean of the Faculty of Engineering and Science comes into force on September 1, 2013.

Participants who wish to complete their studies under the previous study regulation for the MPBL must conclude their education no later than by the summer examination period September 2015, since examinations under the previous study regulation are not offered after this time.

In accordance with the Framework Provisions for the Faculty of Engineering and Science, Aalborg University, the curriculum must be revised no later than 5 years after its entry into force.

Chapter 5: Other regulations

5.1 Rules for written assignments
In the assessment of all written work, regardless of the language it is written in, both the academic content and the participant’s spelling and formulation ability will be considered. 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 Board of Studies can grant exemption from this in special cases (e.g., dyslexia).

The Master’s thesis should normally be written in English and include a summary in the mother tongue if not English. The summary should be at least 1 and at most 2 pages (not included in the possible fixed minimum and maximum number of pages per student). The summary is included in the overall evaluation of the project.

5.2 Rules concerning credit transfer (merit)
Aalborg University may approve that participants who have completed and earned credits from elements of other relevant Danish or foreign further education programmes may use such credits to replace elements of the study programme described in this study regulation, according to the study board’s assessment of the individual application (accreditation). Decisions about credit transfer will be based on a professional evaluation of the equivalence between the related educational elements.
5.3 Examination rules
All examinations are carried out using video conferencing with appointed and approved supervision. Examination rules are included in the faculty’s examination regulation which is published at the faculty’s website.

5.4 Exemption
The study board can under special circumstances grant exemption from those parts of the study regulations that are not laid down by law or ministerial order. Exemptions concerning examinations are valid from the following examination.

5.5 Rules for completion
The master programme should be completed at the latest 4 years, excluding leave of absence, after its commencement.

5.6 Rules for language
The language of teaching in the MPBL programme is English and all teaching material is in English. Written assignments may be handed in, written in English or Danish, with possibility of exemption for another language, provided that facilitation and assessment in the language concerned is available.

5.7 Further information
The current study regulation can be accessed on the home page of the study board for Techno Anthropology, together with more information about the programme, including examination.