

Reaccreditation of the Master's Programme in Information Science (MASV-INFO)

Master's Programme in Information Science (MASV-INFO) is run by the Department of Information Science and Media Studies at the Faculty of Social Sciences (SV). The report follows closely the provided template.

1. Innledning

1.1 Bidrag til programevalueringen

The report is written by INFO Programråd leader (Rustam Galimullin) in collaboration with other members of INFO Programråd that consists of representatives of research staff (Thomas Ågotnes, Fazle Rabbi, and Kine Lohne de Nijs), representatives of the administration of the department (Liv Kristiane Bugge, Joakim Dahl Haaland, and Paal Wincentsen), and the student representative (Jonas Willand-Evensen).

In writing the report, we have used the following data collected over the last 6 years.

- Programme reports by external evaluator Guttorm Sindre (NTNU, Professor)
- STAR-reports for the programme, including the Studiebarometeret scores
- Student evaluations of our courses
- Self-evaluations of course leaders on the courses they teach

Also, where relevant, we will indicate how parts of our report correspond to the seven points of Studietilsynsforskriften [§2-3 Krav til fagmiljø](#) and to the three points of [Studiekvalitetsforskriftens § 3-2](#).

Throughout the report we will refer to the results of Studiebarometeret, presented below.

Gjennomsnittlig score på indekser (gjennomsnittsvar - skala 1-5)

	2020	2021	2022	2023	2024
Eget engasjement	3,4	3,1	4,0	3,6	3,5
Faglig og sosialt læringsmiljø	3,1	3,4	4,1	4,0	3,6
Organisering av studieprogrammet	2,8	2,8	3,4	3,5	3,0
Tilbakemelding og veiledning (tilfredshet)	2,9	3,6	4,3	3,8	3,3
Tilknytning til arbeidslivet	2,2	2,5	3,1	3,0	1,9
Undervisning	3,5	3,6	4,1	3,7	3,5
Vurderingsformer	3,5	3,4	4,3	3,8	3,5

1.2 Oppfølging etter forrige programevaluering

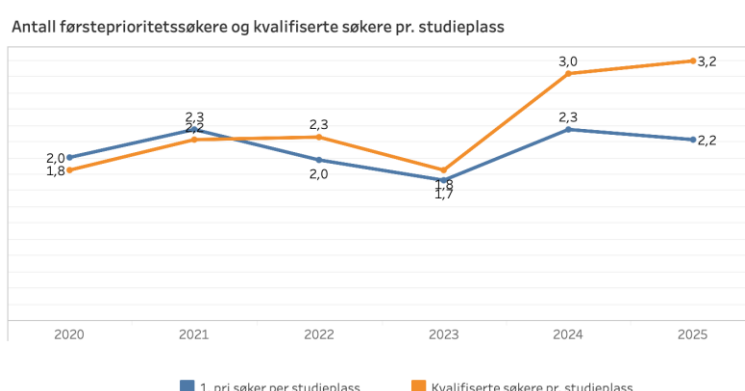
This is the first time the Master's Programme in Information Science (MASV-INFO) being reaccredited.

1.3 Overordnet om tall for rekruttering, gjennomføring og kandidatproduksjon

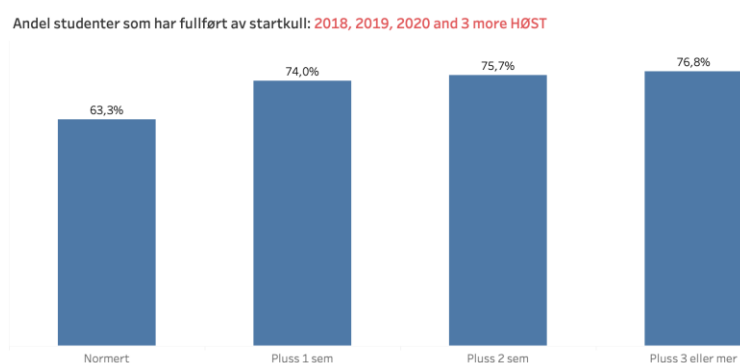
In the last six years, MASV-INFO has seen high numbers of applicants peaking in the last two years with 122 applicants in 2024 and 137 applicants in 2025 correspondingly. These are significant numbers, as the programme offers only 32 study places.

Årstall	Terminkode	Studieplasser	Søkere	1.prioritet	Kvalifisert	Kvalifiserte 1.pri	Fått tilbud	Svart ja	Andel ja av tilbud	Registrert
2025	HØST	32	137	71	102	59	71	41	57,7%	32
2024	HØST	32	122	75	97	64	73	36	49,3%	31
2023	HØST	32	78	55	59	42	54	35	64,8%	31
2022	HØST	32	98	63	72	53	64	40	62,5%	35
2021	HØST	32	105	75	71	59	66	35	53,0%	30
2020	HØST	32	81	64	59	51	56	37	66,1%	33

Overall, the MASV-INFO programme has had a good number of students applying to it. In particular, as the graph below show, we have had in the last two years 3 or more qualified applications per study place.



In term of candidate production, as the chart below shows, for the years 2018—2023 (no data yet for 2024 and onwards), on average 63.3% of students successfully finished their master's studies within the expected time frame. With number jumping to 74% for those who needed an additional semester.



The table below shows the ratio between the number of students that are active each semester of the programme and the number of students that successfully obtain their master's degrees. As one can see, we have had around 75% completion rate for those who started in 2019, 2020, and 2021, and have had a significant jump to almost 85% for those who started their studies in 2022. The rate for the class of 2023 is a bit lower, with 69% completion rate. However, we should be aware that some students take an additional semester to successfully finish the programme, as can be seen from the table for previous years, and currently 3 students from the

class of 2023 are still working on their master's degrees. If they successfully finish, the completion rate of the class of 2023 will be around 79%, quite in line with the previous years.

Startår/termin		Totalt	Studieår / Semesternummer									
			1. studieår		2. studieår		3. studieår		4. studieår		5. studieår	
			1	2	3	4	5	6	7	8	9	10
2023 HØST	Antall aktive studenter	29	29	26	24	24	3					
	Antall kvalifikasjoner	20	0	0	0	20	20	20	20	20	20	20
	Andel_kvalifikasjoner	69,0%	0,0%	0,0%	0,0%	69,0%	69,0%	69,0%				
2022 HØST	Antall aktive studenter	33	33	32	30	30	1					
	Antall kvalifikasjoner	28	0	0	0	27	28	28	28	28	28	28
	Andel_kvalifikasjoner	84,8%	0,0%	0,0%	0,0%	81,8%	84,8%					
2021 HØST	Antall aktive studenter	30	30	28	25	25	3	1	1			
	Antall kvalifikasjoner	23	0	0	0	20	22	22	23	23	23	23
	Andel_kvalifikasjoner	76,7%	0,0%	0,0%	0,0%	66,7%	73,3%	73,3%	76,7%			
2020 HØST	Antall aktive studenter	32	32	29	26	26	10	3				
	Antall kvalifikasjoner	24	0	0	0	16	22	24	24	24	24	24
	Andel_kvalifikasjoner	75,0%	0,0%	0,0%	0,0%	50,0%	68,8%	75,0%				
2019 HØST	Antall aktive studenter	39	39	35	36	36	14	4	2	1	1	1
	Antall kvalifikasjoner	29	0	0	0	21	28	28	28	29	29	29
	Andel_kvalifikasjoner	74,4%	0,0%	0,0%	0,0%	53,8%	71,8%	71,8%	71,8%	74,4%	74,4%	74,4%
2018 HØST	Antall aktive studenter	14	14	13	12	12	4	1				
	Antall kvalifikasjoner	12	0	0	0	8	11	12	12	12	12	12
	Andel_kvalifikasjoner	85,7%	0,0%	0,0%	0,0%	57,1%	78,6%	85,7%				
2017 HØST	Antall aktive studenter	16	16	15	15	15	5	3				
	Antall kvalifikasjoner	12	0	0	0	8	12	12	12	12	12	12
	Andel_kvalifikasjoner	75,0%	0,0%	0,0%	0,0%	50,0%	75,0%	75,0%				

1.4 Arbeid med utdanningskvalitet

INFO Programråd is responsible for maintaining the high quality of MASV-INFO and making positive changes whenever necessary. The quality of the programme is continuously assessed using feedback from different levels. On the programme level, the feedback comes from external evaluations and Studiebarometeret, and on course-by-course basis the feed comes from student evaluations and self-evaluations of course leaders. INFO Programråd regularly holds around two meetings per semester, where, apart from other work, we also take and act upon the feedback received from the student representative.

On the individual level, permanent staff at Infomedia that teach at MASV-INFO have either extensive teaching experience, have finished, or are currently attend the University of Bergen [University Pedagogy course](#), or equivalent. Moreover, around once in three years, each course taught in the programme goes through a thorough assessment, including self-evaluations by course leaders.

2. Mål og faglig profil

2.1 Mål og læringsutbytte

MASV-INFO is designed to provide students with a future-proof education of high national and international level. The programme is research-based, which allows students to gain deep practical and theoretical understanding of IT (IKT), opening the doors to both academia and industry. Apart from very tangible technical and research skills, our students also develop analytical skills and critical thinking in relation to information and communication technologies and their relation to individuals, groups, institutions, and society. Another important outcome of the programme is that our students through the work on their research thesis become independent thinkers, capable of formulating and testing hypotheses, coming up with interesting non-trivial research problems, and possessing the skills to solve them.

Thus, the goals of MASV-INFO are in line with the UiB's [Strategy 2023-2030](#) for High Quality Education (Utdanning av høy kvalitet), in particular in regards with research-based education that prepares the students to tackle the technological advancements of tomorrow and educating competent and responsible citizens of the future. These points are also pertinent to

the [2023-2030 Strategy of the Faculty of Social Sciences](#), especially now, when the technological advances change our society at an unprecedented rate. We strive to prepare our students to be active life-long learners so that they thrive as future academics, professionals, policy makers, and, in general, citizens.

Now, let us take a look at the learning outcomes of MASV-INFO. They follow the [Norwegian Qualification Framework for lifelong learning](#) (NQF), which defines the learning outcomes in terms of the three categories of knowledge, skills, and general competence. Below we compare all three categories, as specified by NQF for the master's level (Level 7 in NQF classification), to the [learning outcomes of MASV-INFO](#).

Knowledge
NQF
Kandidaten ... • har avansert kunnskap innenfor fagområdet og spesialisert innsikt i et avgrenset område • har inngående kunnskap om fagområdets vitenskapelige eller kunstfaglige teori og metoder • kan anvende kunnskap på nye områder innenfor fagområdet • kan analysere faglige problemstillinger med utgangspunkt i fagområdets historie, tradisjoner, egenart og plass i samfunnet
MASV-INFO
Kandidaten... • har styrka og vidareutvikla teoretiske og tekniske kunnskaper, analytiske evner og kritisk kompetanse i informasjons- og kommunikasjonsteknologi • har djup innsikt i fagfeltet masteroppgåva handlar om, inkludert problemstilling, teoretisk og teknisk bakgrunn, og relevante forskningsmetodar • har god kjennskap til vitenskaplege vurderings- og kvalitetskriterier og til forskningsetikk
Skills
NQF
Kandidaten ... • kan analysere og forholde seg kritisk til ulike informasjonskilder og anvende disse til å strukturere og formulere faglige resonnementer • kan analysere eksisterende teorier, metoder og fortolkninger innenfor fagområdet og arbeide selvstendig med praktisk og teoretisk problemløsning • kan bruke relevante metoder for forskning og faglig og/eller kunstnerisk utviklingsarbeid på en selvstendig måte • kan gjennomføre et selvstendig, avgrenset forsknings- eller utviklingsprosjekt under veiledning og i tråd med gjeldende forskningsetiske normer
MASV-INFO
Kandidaten... • er i stand til å gjennomføre informasjonsvitenskapleg forskning, inkludert definisjon av problemstilling og hypotese, litteraturstudium, datainnsamling, analyse og kritisk evaluering • har fått styrkt den skriftlege og munnlege formuleringsevna si gjennom skriving og presentasjon av masteroppgåva • er i stand til å arbeide og reflektere sjølvstendig og kritisk og å argumentere for eigne teoretiske og metodiske val
General competence
NQF
Kandidaten ... • kan analysere relevante fag-, yrkes- og forskningsetiske problemstillinger • kan anvende sine kunnskaper og ferdigheter på nye områder for å gjennomføre avanserte arbeidsoppgaver og prosjekter

• kan formidle omfattende selvstendig arbeid og behersker fagområdets uttrykksformer • kan kommunisere om faglige problemstillinger, analyser og konklusjoner innenfor fagområdet, både med spesialister og til allmennheten • kan bidra til nytenking og i innovasjonsprosesser
MASV-INFO
Kandidaten... • har utvikla evna til raskt å sette seg inn i nye problemstillingar • er i stand til å tileigne seg ny teoretisk og praktisk kunnskap • kan bruke eigen kunnskap til uavhengig analyse av teoretiske og praktiske problemstillingar • har ei djup forståing av grunnlaget for IKT, ei forståing som er relevant både for tidlegare, noverande og framtidig teknologi • er kvalifisert for et breitt spekter av faglege oppgåver knytt til utvikling og bruk av IKT i privat og offentlig sektor

As one can see from the above comparison, the learning outcomes of the MASV-INFO programme follow closely the guidelines for Level 7 of NQF. Moreover, each particular course in our programme follows the same guidelines.

The learning outcomes of the MASV-INFO programme are aimed to provide students with relevant knowledge, skills, and competence for their future, on academic, technical, and critical thinking levels. On technical and academic levels, the students gain thorough knowledge of various facets of IT, as well as relevant research methods and ethics standards in the field. The students learn the skills of conducting research, from formulating a hypothesis to presenting their finding to the academic community, and the general competence for dealing independently with new unseen technical challenges, both theoretically and practically. On the critical thinking level, students gain the skill of critically engaging with research results, and the general competence of situating their IT expertise in the greater societal context.

2.2 Kommunikasjon om studiet

The name of the programme, *Master's Programme in Information Science*, clearly indicates its scope and content to both student and their potential employees. At the same time, the name is broad enough to embrace a wide variety of the IT technology, suggesting a general IT expertise spanning several sub-disciplines. The study plan also highlights the important societal aspect of the programme underscoring that students will also be able to critically engage with the impact of the IT technology on individuals, organisations, and societies of today and the future. While our recruitment numbers are good (see Section 1.3), for the future we would still like to work on more specific recruitment strategies.

3. Faglig oppbygning, læringsaktiviteter og vurderingsformer

3.1 Faglig innhold og oppbygning av programmet

§ 3-2. Akkreditering av mastergradsstudier (1) Mastergradsstudiet skal være definert og avgrenset og ha tilstrekkelig faglig bredde.

MASV-INFO is a two-year 120 credit programme. In the first autumn semester, students choose any two of the 15 credit master's courses. In the first spring semester, students choose any two of the 10 credit master's courses, as well as take two obligatory 5 credit courses [INFO301 Research basics](#), that covers research methods shared by all the [INFO research groups](#), and [INFO302 Research group basics](#), that allows students to focus on the research methods of a

specific group. The second year is fully devoted to the master's thesis with the corresponding course [INFO390 Master's Thesis in Information Science](#) worth 60 credits.

Now, let us take a look how the courses contribute to students achieving the learning outcomes of the programme. We start with the biggest INFO390 course.

INFO390
Knowledge
Studenten... • har oversyn over breidda av metodiske tilnærmingar i faget • har avanserte teoretiske og tekniske kunnskapar med en djup innsikt i fagfeltet masteroppgåva handlar om, inkludert problemstillingar, teoretisk og teknisk bakgrunn, og relevante forskingsmetodar • har god kjennskap til vitskaplege vurderings- og kvalitetskriterier og til forskningsetikk
Skills
Studenten... • er i stand til å gjennomføre informasjonsvitskapleg forskning, inkludert definisjon av problemstilling og hypotese, litteraturstudium, datainnsamling, analyse og kritisk evaluering • kan analysere eksisterende teorier, teknologier og metoder, samt arbeide selvstendig med praktisk og teoretisk problemløsning • kan bruke og integrere relevante forskingsmetodar på eit systematisk vis • kan finne fram til, assimilere innhaldet i, kritisk vurdere og relatere sitt arbeid til relevant litteratur • er i stand til å analysere og reflektere sjølvstendig, gjøre kritiske vurderinger og argumentere for eigne teoretiske og metodiske val • kan presentere og diskutere eiga forskning munnleg og skriftleg
General competence
Studenten... • er i stand til å tileigne seg avansert teoretisk og teknisk kunnskap samt praktiske dugleikar • kan bruke eigen kunnskap til avansert analyse av teoretiske og praktiske problemstillingar • behersker fagets uttrykksformer og kan formidle omfattende informasjonsvitenskapelig arbeid og resultat • er kvalifisert for et breitt spekter av faglege oppgåver knytt til utvikling og bruk av IKT i privat og offentlig sektor • kan utføre forsknings- og utredningsoppgaver og har grunnlag for videre forskerutdanning i informasjonsvitenskap

After finishing INFO390, the student will have a deep advanced understanding of the subject area of their thesis, including the awareness of the ethics issues once they apply their knowledge in society. As one can see, the skills that a student is set out to acquire as a result of finishing INFO390 are all in line with the skills in the learning outcomes of the programme, namely the ability to come up with a hypothesis and a research question, conduct research using appropriate research methods, present the research results, and critically assess the chosen theories and methods. A similar synergy is also apparent between the general competence learning outcomes of INFO390 and the programme. For example, after finishing INFO390, the student will be able to use their gained knowledge for the independent analysis of theoretical and practical issues in the area, and the student will be qualified to handle a wide range of IT tasks in both private and public sectors.

The obligatory INFO301 and INFO302 courses contribute to the learning outcomes of the programme by providing the student with, on the one hand, a broad knowledge of research methods in various subareas of IT, and, on the other hand, a deep professional understanding

of the research methods of a specific INFO research group where they will write their thesis. In particular, INFO301 and INFO302 contribute to reaching the learning outcomes regarding the knowledge of quality criteria in the field, as well the research ethics principles, and the learning outcomes regarding the formulation of research hypothesis, choosing research methods, and academic writing.

The courses in the first two semesters that students can choose also together contribute to reaching the knowledge learning outcomes of the programme by providing the students with advanced theoretical and practical knowledge of the (sub)field and research methods there. On top of this, from the perspective of general competence outcomes, those courses give the students a broader understanding of the whole field of IT before they decide in which subarea they would like to specialise in.

Most of these courses in MASV-INFO are built around a deep-dive into the latest developments of a particular subfield. Their goal is to provide students with a deeper understanding of their field, as well as getting them as close as possible to tantalising open questions. Examples of such courses include the variety of our ‘research topics in...’ courses like [INFO381 Research topics in Artificial Intelligence](#), [INFO371 Research topics in Networks and Text Analysis](#), [INFO345 Research Topics in Recommender Systems](#), and [INFO361 Research Topics in Human-Computer Interaction](#), as well as other advanced courses like [INFO384 Blockchain Technology and Formal Methods](#), and [INFO382 Logic for Multi-Agent Systems](#), to name a few.

Thus, we have clear academic progression, from specific research-based courses to research methodology, and finally to the master’s thesis. All of the courses combined are designed to reach learning goals of MASV-INFO by providing the students with insights from the cutting-edge research in the field, as well as teaching them how to conduct research at a high level, and, eventually, become independent researchers if they wish to pursue the academic path. This sentiment is also echoed by Prof. Guttorm Sindre in his latest report from 2024. To summarise, we recall the learning outcomes of the programme, and specify which courses contribute to each particular outcome.

MASV-INFO
Knowledge
Kandidaten... • har styrka og vidareutvikla teoretiske og tekniske kunnskapar, analytiske evner og kritisk kompetanse i informasjons- og kommunikasjonsteknologi (INFO381, INFO371, INFO345, INFO361, and other courses on particular IT subjects) • har djup innsikt i fagfeltet masteroppgåva handlar om, inkludert problemstilling, teoretisk og teknisk bakgrunn, og relevante forskingsmetodar (INFO301, INFO302, INFO390) • har god kjennskap til vitenskaplege vurderings- og kvalitetskriterier og til forskningsetikk (INFO301, INFO302, INFO390)
Skills
Kandidaten... • er i stand til å gjennomføre informasjonsvitenskapleg forskning, inkludert definisjon av problemstilling og hypotese, litteraturstudium, datainnsamling, analyse og kritisk evaluering (INFO301, INFO302, INFO390) • har fått styrkt den skriftlege og munnlege formuleringsevna si gjennom skiving og presentasjon av masteroppgåva (INFO301, INFO390)

• er i stand til å arbeide og reflektere sjølvstendig og kritisk og å argumentere for eigne teoretiske og metodiske val (INFO390)
General competence
Kandidaten... • har utvikla evna til raskt å sette seg inn i nye problemstillingar (INFO390 and all the courses on particular IT subjects) • er i stand til å tileigne seg ny teoretisk og praktisk kunnskap (INFO390 and all the courses on particular IT subjects) • kan bruke eigen kunnskap til uavhengig analyse av teoretiske og praktiske problemstillingar (INFO390) • har ei djup forståing av grunnlaget for IKT, ei forståing som er relevant både for tidlegare, noverande og framtidig teknologi (INFO381, INFO371, INFO345, INFO361, and other courses on particular IT subjects) • er kvalifisert for et breitt spekter av faglege oppgåver knytt til utvikling og bruk av IKT i privat og offentlig sektor (INFO381, INFO371, INFO345, INFO361, and other courses on particular IT subjects)

If we look at Studiebarometeret results from the last year (see Section 1.1), we see that ‘Organisering av studieprogrammet’ is rated 3.0, which is not terrible, yet quite average. One explanation for this could be that until now, we have had one general course INFO300 *Research Project Design for Information Science* that was aimed to cover in depth the research methods used by all different INFO groups at Infomedia. However, as pointed out by Prof. Guttorm Sindre in his 2023 report, this was not ideal as some students felt that they spend too much time mastering research methods that they will not use in their thesis. Hence, we made a change, and, as mentioned above, from the Spring semester of 2026, instead one big course, we will have two smaller courses: INFO301 and INFO302, with the former providing an overview of general research methods common for all the groups, and the latter allowing students to specialise on the research methods of a specific research group. We believe that such an organisational change will lead to positive change, but to verify this will take several years.

Regarding the students’ participation in research activities, they do so directly by writing their master’s theses. Many of them also participate in seminars of their corresponding research groups, and some of the research results students obtain end up being presented and published in proceedings of national and international conferences.

Students have full freedom to choose their two 15 credit courses in the first semester, and two 10 credit courses in the second semester. The only common courses are the already mentioned INFO301 and INFO302 that prepare them for the research on their thesis.

Finally, this is the first time the reaccreditation of MASV-INFO is being carried out, so there are no previous reaccreditation reports. However, the programme is regularly improved by, e.g., adding new courses on essential topics (like having INFO371 *Research topics in Networks and Text Analysis* in the era of large language models (LLMs) and ChatGPT) and by acting on reports of the external evaluator and students’ feedback.

3.2 Undervisnings-, læringsaktiviteter og vurderingsformer

Teaching activities at MASV-INFO are mostly comprised of a blend of lectures with labs\seminars. The main emphasis is on students’ individual and group work, both theoretical

and practical. These are designed for active student participation by, e.g., giving students greater freedom in approaching a group or individual task, or allowing them to come up with their own research problems within the scope of a course. Because the number of master's students is relatively small, the students actively interact with course and seminar leaders, as well as participate in discussions with other students. All of the above ensures active participation of our students in the learning process.

As mentioned above, the courses in MASV-INFO are based on the latest research in the respective areas and are taught by staff who are active in those research areas. During the aforementioned seminars and labs\seminars, students are exposed to a wide range of learning activities and forms of assessment. Examples include individual assignments (e.g. in INFO384, INFO385, and INFO382), group projects (e.g. in INFO381, INFO361, INFO371, and INFO345), project presentations (in almost all the courses), working with recent research papers (all courses), etc. Individual and\or group assignments\projects are parts of exams of all our courses and may constitute from 30% to 100% of the final mark depending on the course. The remaining part of the mark is usually a classic exam.

Individual and group projects are, essentially, smaller research projects designed to show students the ropes of conducting research. Similarly, presentations and engaging with cutting-edge research papers are bread-and-butter for any researcher. We believe that in such a way our education is truly research-based, and students are learning by doing research, by developing research skills, and by cultivating inquiry and curiosity.

As for the in-class teaching, apart from the classic slides and whiteboard, teachers of MASV-INFO also actively use such tools as *Kahoot*, *Mentimeter*, and *Padlet*, to facilitate participation and discussions among the students.

Before their last semester, the students are required to go through a mid-term evaluation of their theses, which consists in students preparing a presentation and poster on their research. In such a way, we simulate the conference experience for our students, giving them the opportunity to practice the skills necessary for communicating their research findings to their peers and colleagues.

As we have seen above, the learning activities and assessment methods are designed to teach the students the research methods of the respective field and to be a first approximation to real-life research. Hence, they directly contribute to reaching the learning outcomes of the programme by providing a deep understanding of a research area and advanced technical skills, as well as showing the ropes of conducting research. Assessment methods are designed to evaluate how students can solve research and technical problems on their own (individual assignments) and as a part of a team (group assignments). Where necessary, there is also a part of the exam which is a standard school exam to assess the knowledge of theory.

3.3 Arbeidsomfang

The workload in the programme is distributed evenly over four semesters, each semester corresponding to 30 credits. In the first semester, students choose two 15 credit courses. In the second semester, students choose two 10 credit courses, and additionally do common INFO301 and INFO302 courses, each one of which is worth 5 credits. Finally, the whole second

year is devoted to the thesis project, with oral and poster presentations after the first semester, and a defence at the end of the second semester.

An academic year at UiB is 40 weeks long. According to Studiebarometeret (see the chart below), in 2024 our students used on average 32.7 hours per week for studies.

Gjennomsnittlig tidsbruk pr. uke



If we extrapolate this number over 40 weeks, we will get in total 1308 hours. While this is a clear increase from previous years, the number is still almost 200 hours short of the expected 1500 hours mark.

One probable explanation of this can be that students submit their answers to questions in Studiebarometeret in October and November. Students' academic life is usually uneven with busy periods being a couple of weeks before their exams, and also months before the submission deadline for their thesis. So, a survey taken in October and November will reflect only how much time students have used for the programme in a week *up to that point*, not including the busiest periods. Hence, we believe that it is possible that the remaining hours that students expect to spend on the programme are those intensive weeks and months before the exams and before the thesis submission deadline, and they are not accounted for by Studiebarometeret.

However, we can still try to take some steps to even out the hour load. One way to do it would be to have, whenever possible, intermediate mandatory deadlines throughout the whole semester for semester projects and assignments. In such a way, we will split a big block of hours at the end of the semester into smaller chunks that students will spend more or less evenly throughout the semester.

3.4 Studentmedvirkning og læringsmiljø

Courses in MASV-INFO, as a rule, include individual or group projects in their curriculums. These projects are designed to incentivise the students to engage with the latest research methods and results of a given field. Moreover, once students choose their thesis project, and hence a research group, they are encouraged to participate in seminars conducted by their chosen research group. The students are also directly involved in a close collaboration with their theses supervisors with the goal of enabling students' creativity and independence.

Being a part of a research group is the first step in enabling students to become a part of the academic and research milieu. Moreover, after the first semester of working on their projects, students present academic posters to each other and the academic staff at Infomedia. This is designed to simulate an academic conference environment and to train the students in academic communication with experts in the field, as well as academics from other fields.

From the social perspective, there is [Fagutvalget Enter](#), an INFO student organisation that is a bridge between our students and the management of Infomedia. In particular, they raise matters with the management if necessary, as well as they are involved in discussions of important decisions at the INFO Programråd level. Apart from that, Fagutvalget also promotes study quality, organise social events, professional meetings, and company presentations. They are very much active on all major social media platforms like Facebook and Instagram.

Since courses in MASV-INFO are based on current research, pensum of many courses consists of research paper and is updated yearly. For many courses, depending on a course leader, students are encouraged to suggest some of the topics that will be covered. For example, in INFO384 *Blockchain Technology and Formal Methods*, the later classes in the course are based on preferences of students, whether they want to go deeper in some particular aspect of technology, or maybe they are more interested in the financial regulation of blockchains. As for assessment, assessment forms are fixed for the courses, and it is neither trivial nor quick to change them to accommodate students' ideas. One way for students affect assessment forms for future students is just by specifying in their evaluations of the course what they would have liked to see changed in a given course. Maybe there are other approaches to enable course co-creation with students, and this is something that we would like to discuss and implement in the near future.

There are several channels for students to deliver their feedback or raise concerns about particular courses or the programme in general. First, there is an already mentioned Fagutvalget. Also, INFO Programråd has a student representative (see Section 1.1) that comes with suggestions and concerns from their fellow students. For each course, there is an end-of-semester evaluation, where students can provide their constructive feedback. Finally, for each early evaluation, Prof. Guttorm Sindre (external evaluator, NTNU) also has meetings with our students, where they tell him their opinion about the programme. All this feedback is collected, analysed, and then improvements made where necessary. On a single course level, it can be, e.g., adding a new topic to the course, changing the difficulty of assignments, or having more invited lectures. On the programme level, it can be streamlining research methods education, like we have done with the introduction of INFO301 and INFO302, or the introduction of new courses.

Courses in the programme are taught in seminar rooms in SV-Bygget, Media City Bergen, Studentsenteret, and other locations. The digital part of the courses is done standardly via MittUiB. Students also have access to the faculty library, as well as a recently renovated Ulrike Pihls building.

As one can see in the results of Studiebarometeret (Section 1.1), in 2024 we scored lower on 'Faglig og sosialt læringsmiljø', than in 2023 and 2022 (3.6 against 4.0 and 4.1). While 3.6 is still a respectable score, let us take a closer look at the breakdown of the section into particular questions. First, see the results for 'Fysisk læringsmiljø' from 2024 (below on the left).

Masterprogram i informasjonsvitenskap Master, Universitetet i Bergen, Bergen		Læringsmiljø	— 3,6
Lokaler for undervisning og øvrig studiearbeid	2,4	Skala: 1-5 (1 = Ikke tilfreds - 5 = Svært tilfreds). Hvor tilfreds er du med:	
Utstyr og hjelpemidler i undervisningen	2,8	Det sosiale miljøet blant studentene på studieprogrammet	3,9
Bibliotek og bibliotekstjenester	3,3	Det faglige miljøet blant studentene på studieprogrammet	4,0
IKT-tjenester (f.eks. læringsplattformer, programvare og PC-tilgang)	2,9	Miljøet mellom studentene og de faglig ansatte på studieprogrammet	3,9
Indeks - Fysisk læringsmiljø	2,8		

Here we scored particularly low on ‘Lokaler for undervisning og øvrig studiearbeid’. One of the reasons for this may be that during the exam period, there is indeed not enough space for self-study for everyone with access to snacks and coffee. The low score for ‘Utstyr og hjelpemidler i undervisningen’ is yet to be investigated, as our courses can be done on a single laptop.

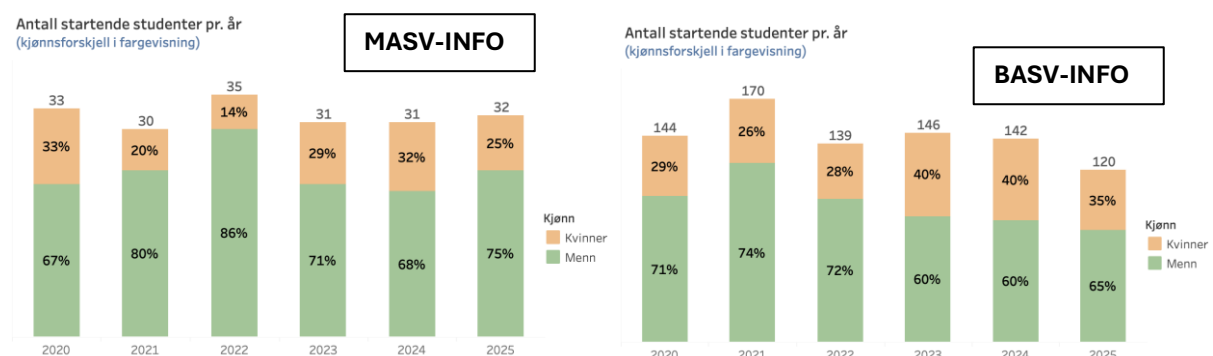
Now, let us take a look at ‘Læringsmiljø’ scores from 2024 (above on the right). Here, the results are quite high, which indicates a good level of students’ involvement in research, academic, and social activities. So, as the INFO Programråd, we plan to look closer at possible reasons for the lower scores for ‘Lokaler for undervisning og øvrig studiearbeid’ and directions for improvement.

4. Resultater og relevans

4.1 Rekruttering og opptak

Over the last five years, the MASV-INFO programme has had a good number of students applying to it. As we discussed in Section 1.3, we have had in the last two years 3 or more qualified applicants per study place. So, all in all, our master’s student recruitment is sufficient to allow us to maintain an excellent academic programme with a good learning environment.

One of the clear areas of improvement is gender balance (see the chart below on the left) among the students of our programme. Here is the distribution of master students’ genders over the last five years, and even though there is a noticeable improvement since 2021 and 2022, the overall percentage of women fluctuates between 25-32%. Ideally, we would have liked to see a more balanced gender representation.



How to achieve a more balanced representation is, however, not a trivial question, and we plan to discuss it and develop strategies for the future. Of course, one could argue that this is a

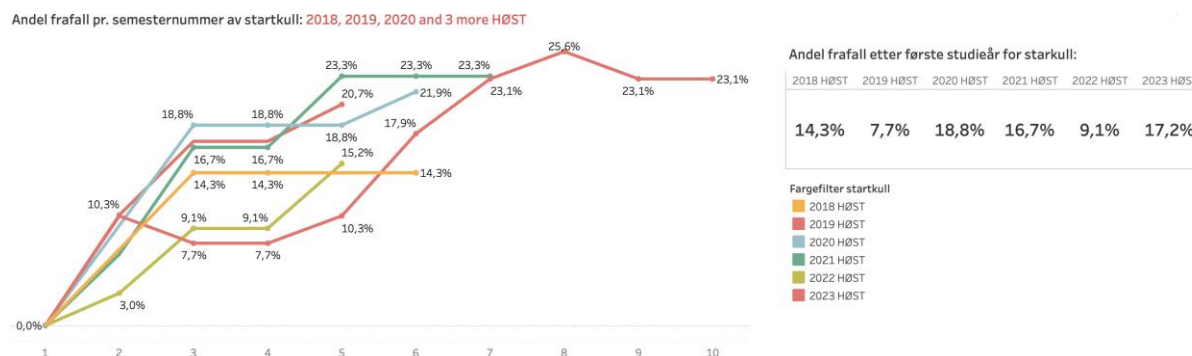
universal issue worldwide and in Norway. Indeed, a recent report by Norwegian Research Council [Science and Technology Indicators for Norway 2024/2025](#) pinpoints that there is still a wide gap between men and women participation in industrial sector and doctoral degrees conferred in technology and natural sciences.

The general trends notwithstanding, we can still improve the situation at Infomedia by, e.g., developing strategies for encouraging more women who completed our bachelor programme to apply for the master's programme. As you can see in the chart above on the right, the gender distribution for our bachelor programme in the recent years is better by around 10% than the one we have for the master's programme, and this is something we will try to achieve for MASV-INFO.

As for admission requirements, currently there is no need to change them, because they have been updated just quite recently. Starting from 2026, we will require the average mark of 3.0, an increase from the current 2.5. Since the MASV-INFO programme research-based, we expect a high level of competency from our students. Moreover, it will also signal to potential employers of our students that our programme is quite competitive, and that our master's students are one of the best out there.

4.2 Gjennomføring og kandidater

In Section 1.3, we have presented the statistics on candidate production. As for the dropout rates, the graph below shows the distribution of dropouts over the semesters for each starting year from 2018 to 2023. As one can infer from the completion rates in Section 1.3, the dropout rates on average end up being between 14% and 23%, with the first year usually accounting for the majority of dropouts (see the sharp rises of graphs between semester points 1 and 3 on the left of the figure, as well as the percentages on the right of the figure).



Of course, our completion rates of 63.3% to 74% (depending on whether students take additional semester) could have been better. One of the possible reasons for a lower completion rate was mentioned by Prof. Guttorm Sindre in his 2023 report on INFO bachelor's and master's programmes. The named reason was that the course INFO300 *Research Project Design for Information Science*, which was intended as a general introduction to research methods and scientific writing, was too broad and took more time than necessary. The 'Info' part of Infomedia is quite diverse with several research groups with their own research methods and practices. Trying to encompass all of them in one course meant that, first, the course took a significant portion of study points (INFO300 was a 15 credit course), and, second, that students spent their time learning the techniques that they will not eventually use in their

master's projects. Hence, the hypothesis here is that students, as a result, had less time and opportunity to learn the specifics of their preferred direction of research.

To deal with this issue, INFO300 was cut from the MASV-INFO programme, and starting from the Spring semester of 2026, i.e. the second semester of the 2025 class, we will have the already discussed INFO301 *Research basics* and INFO302 *Research group basics*. The two new courses are more focussed in their scope and together take only 10 credits. This allows students to choose two additional 10pts courses in the same semester for greater specialisation.

Since we are only starting with the new system, it will take time to evaluate its effectiveness. However, we hope that allowing students to specialise more will lead to better learning experience, more successful master's projects, and hence to a lower dropout rate.

4.3 Relevans og kontakt med arbeidslivet

The lowest score we have received from Studiebarometeret is for 'Tilknytning til arbeidslivet', with the score of 1.9, compared to 3.0 and 3.1 in 2023 and 2022 (see Section 1.1). This is a significant drop, and a bit of a conundrum for INFO Programråd. Although we would like to point out that the low scores for that category are common between the most of the programmes run at SV. Here we focus on the MASV-INFO case. One explanation for the low score could lie in the actual questions that are asked in the survey.

Tilknytning til yrkeslivet	— 1,9
Spørsmålene var nye i 2019. Derfor vises ikke tidsserier, eller tall for tidligere år. Skala: 1-5 (1 = I liten grad - 5 = I stor grad). I hvilken grad opplever du?	
Jeg får god informasjon om hvordan min kompetanse kan brukes i arbeidslivet	2,0
Jeg får god informasjon om hvilke yrker/bransjer som er relevante for meg	2,4
Jeg får innføring i hvordan jeg kan formidle min egen kompetanse til potensielle arbeidsgivere	1,4
Representanter fra arbeidslivet bidrar i undervisningen (f.eks. som gjesteforelesere/kursholdere)	1,8
Det er muligheter for å jobbe med prosjekter/oppgaver i samarbeid med arbeidslivet	1,7

For example, we scored low on the third question, maybe because we do not have special sessions for our students on how to write a CV and apply for jobs. Regarding the fourth question, we believe that a possible reason of the low score is that the Studiebarometeret is filled in by students in October and November, and invited lectures in many courses are given closer to the end of the semester. One improvement could be to encourage course leaders to put invited lectures earlier in the semester, whenever possible. Regarding the last question, see Section 5.2.

Another improvement has already been implemented this semester with the introduction of [career days](#), where alumni of Infomedia programmes, including MASV-INFO, talk with current students about their experience with their programme and their current job. We will monitor how this affects the Studiebarometeret score.

Another part of the 'Relevans' conundrum is that the anecdotal evidence from the supervisors of master's projects at MASV-INFO states that the majority of our students already have a job lined up even before they have started the last semester of their studies.

Many of our master's students are also regularly involved in the projects that involve the INFO staff, including but not limited to [Intromat](#), [SLATE](#), as well as collaborations with the Directorate of Fisheries. There is also a strong involvement of many students with the partners affiliated with [SFI Media Futures](#), including TV2, NRK, BT, Schibsted, Amedia, and others (see [Overview](#)) with their work highly praised (see, e.g., [here](#)).

Perhaps, the best testament to the relevance of our programme for the industry is the opinion of the industry professionals. Below we just quote three short testimonials. The first two comment on the whole collaboration with Media Futures, including working with master's students, and the third one specifically talks about collaborating with our students.

"The collaboration has been very productive for us. We were quite early with tank classification, and after that we had collaboration around verification with other partners such as Factiveverse.

We collaborate either on tools or on specific individual cases, within the UiB or MediaFutures network on verification tools and fact-checking." -- Morten Langfeldt Dahlbach, **Faktisk**

Gaze tracking gives us valuable insight into the user experience of products in the stressful daily work environment for operators, which we hope to use to further develop our own products to reduce stress and errors." -- Torbjørn Bøen, **Vizrt**

"Collaborating [with INFO master's students] on our recommendation system allows us to explore avenues and interesting concepts that we otherwise wouldn't have resources to explore. MediaFutures and student collaboration is valuable by introducing novel ideas, which we in turn might utilize to better our products." -- Snorre Alvsvåg, **TV2**

Our master's students also quite often get their research published and presented in national and international venues in the fields of computer science, AI, recommender systems, medical informatics, etc. Some of the students carry on to academic careers becoming PhD students in Norway and other countries, with recent examples being University of Bergen, University of Stavanger, and University of Waikato (New Zealand).

The scope of MASV-INFO combines both fundamental understanding of IT and specialised expertise in some concrete area. This allows our students to be qualified for a variety of jobs available today and projected to be available in the future. Indeed, [Future Jobs Report 2025](#) by World Economic Forum (WEF) lists on page 19 jobs that are projected to be fastest growing in the next five years. Observe that the majority of them are directly covered by the courses offered at MASV-INFO, which is a direct testament to the relevance of the programme. This trend observed by WEF is even more pronounced in Norway with its quick pace of digitalisation on the one hand, and [the lack of AI and IT expertise in 70% of Norwegian companies](#) on the other. Hence, our master's students have not only access to a wide variety of jobs that are in demand now, but they are also well-prepared for the jobs of tomorrow.

5. Øvrige krav til studietilbudet

5.1 Internasjonalisering

Even though international exchange is in theory possible in MASV-INFO, it happens rarely in practice. The main reason is that we have obligatory courses in the second semester (INFO301 and INFO302 now, and previously INFO300), so it is not possible to travel in the second semester. The second year is dedicated to the research work on thesis, and hence it is also not possible to go on an exchange. The only viable option for our students to go on an exchange is during the first semester, which means that they need to apply for the exchange before they even know whether they were admitted to MASV-INFO. Also, going abroad in the first semester may not be ideal as they students will miss out on the early engagement with MASV-INFO both socially and scientifically.

5.2 Studier med praksis

§ 2-3. Krav til fagmiljø (7) For studietilbud med obligatorisk praksis skal fagmiljøet tilknyttet studietilbudet ha relevant og oppdatert kunnskap fra praksisfeltet. Institusjonen må sikre at praksisveilederne har relevant kompetanse og erfaring fra praksisfeltet.

MASV-INFO does not offer internships (praksis). This is something that we plan to work on in the future. As it stands now, we do not have the capacity to organise internships and require a separate person to be responsible for organising them (like, e.g., in the MEVI programme at Infomedia). Hopefully, the faculty will have the funds to hire such a person in the future. Nevertheless, some of our students work on their theses in collaboration with industry (see Section 4.3).

5.3 Studie regulert av nasjonale rammeplaner og/eller retningslinjer

As discussed in Section 2.1, the programme fulfills all the requirements of NQF for master's level (Level 7) programmes and courses.

6. Fagmiljø

§ 2-3. Krav til fagmiljø (1) Fagmiljøet tilknyttet studietilbudet skal ha en størrelse som står i forhold til antall studenter og studiets egenart, være kompetansemessig stabilt over tid og ha en sammensetning som dekker de fag og emner som inngår i studietilbudet. **(4)** Minst 50 prosent av årsverkene tilknyttet studietilbudet skal utgjøres av ansatte i hovedstilling ved institusjonen. Av disse skal det være ansatte med førstestillingskompetanse i de sentrale delene av studietilbudet. I tillegg gjelder følgende krav til fagmiljøets kompetansenivå: b) For studietilbud på mastergradsnivå skal 50 prosent av fagmiljøet tilknyttet studietilbudet bestå av ansatte med førstestillingskompetanse, hvorav minst 10 prosent med professor- eller dosentkompetanse. **§ 3-2. Akkreditering av mastergradsstudier (2)** Mastergradsstudiet skal ha et bredt og stabilt fagmiljø som består av tilstrekkelig antall ansatte med høy faglig kompetanse innenfor utdanning, forskning eller kunstnerisk utviklingsarbeid og faglig utviklingsarbeid innenfor studietilbudet. Fagmiljøet skal dekke fag og emner som studietilbudet består av. De ansatte i fagmiljøet skal ha relevant kompetanse.

MASV-INFO is connected to one of the two main research directions at Infomedia: Information Science. Staff related to INFO and that contributes to the programme comprises 12 professors, 7 associate professors, 1 lecturer, 2 postdocs with teaching responsibilities, and 6 PhD students with teaching responsibilities. All professors and associate professors are permanently employed at the department, and it is clear that the academic staff is proportional to the number of students. In particular, more than 50% of the INFO teaching staff are either professors or associate professors, with the ratio of professors being well over 10%. Also, the INFO academic staff clearly have the expertise and experience to teach the courses in the programme with many members conducting academic research in the fields that they teach.

We would like, however, to note, that the INFO staff teaches not only the courses of MASV-INFO, but also of the big ‘Bachelor’s Programme in Information Science’ programme, as well as ‘Bachelor’s Programme in Artificial Intelligence’. Moreover, several members of the INFO staff are in the leading administrative positions within the faculty and thus are free from teaching.

§ 2-3. Krav til fagmiljø (2) Fagmiljøet tilknyttet studietilbudet skal ha relevant utdanningsfaglig kompetanse.

All the INFO staff employed in permanent positions have either shown significant experience in teaching, have taken or are currently taking the [University Pedagogy course \(UPED\)](#) at the University of Bergen. The completion of the course is now a requirement for all new hires. This implies that the INFO staff have the relevant educational expertise.

§ 2-3. Krav til fagmiljø (3) Studietilbudet skal ha en tydelig faglig ledelse med et definert ansvar for kvalitetssikring og -utvikling av studiet.

INFO Programråd (see Section 1.1) handles all the issues related to teaching, course development, evaluation, learning environment, and quality of education in MASV-INFO.

§ 2-3. Krav til fagmiljø (5) Fagmiljøet tilknyttet studietilbudet skal drive forskning og/eller kunstnerisk utviklingsarbeid og faglig utviklingsarbeid og skal kunne vise til dokumenterte resultater med en kvalitet og et omfang som er tilfredsstillende for studietilbudets innhold og nivå.

All the teaching staff at INFO are active in research on both national and international levels. The research results can be found on personal pages of the INFO staff and on [Nasjonalt vitenarkiv](#). Many of them publish their research results in the top venues in their respective research fields and thus have expertise in all the key topics of the MASV-INFO: AI, HCI, recommender systems, logic, etc.

§ 2-3. Krav til fagmiljø (6) Fagmiljøet tilknyttet studietilbud som fører fram til en grad, skal delta aktivt i nasjonale og internasjonale samarbeid og nettverk som er relevante for studietilbudet.

§ 3-2. Akkreditering av mastergradsstudier (3) Fagmiljøet skal kunne vise til dokumenterte resultater på høyt nivå og resultater fra samarbeid med andre fagmiljøer nasjonalt og internasjonalt. Institusjonens vurderinger skal dokumenteres slik at NOKUT kan bruke dem i arbeidet sitt.

The overwhelming majority of the INFO teaching staff have extended national and international networks of collaborators. This has a direct positive effect on the programme, as those networks and research involvement allow for the up-to-date curriculums, as well as invited lectures by experts from other Norwegian and international institutions. Many are also involved in various national and international projects and hold positions of trust. Apart from that, INFO staff holds key positions in [SFI MediaFutures](#) at the Media City Bergen cluster, that gives access to technology experts working in Norwegian media companies (see Section 4.3).

6. Forslag til eventuelle tiltak og plan for oppfølging

We have presented a reaccreditation report for the master’s programme in information science run by Infomedia. We have covered achievements of the programme, as well as some of the areas of improvement. Of the latter, we would like to point out three challenges that we would like to tackle.

Challenge 1: Improve how students perceive the relevance of our programme to work life.
Course of actions: a) Assess the efficacy of career days and improve them if necessary; b) Explore the possibility of having invited lectures from industry earlier in the semester; c) Advise course leaders to be explicit during the first lectures on which jobs require the knowledge and skills students get from the course.

Challenge 2: Related to Challenge 1, explore the possibility of introducing internships into the programme.

Course of actions: a) Learn how internships work in the MEVI programme; b) Find out how many additional staff we will need to coordinate internships, and whether the faculty has the funds to open such positions in the coming years.

Challenge 3: Explore the ways of improving gender balance among the students of the programme.

Course of actions: a) Learn how the status of gender balance in similar programmes (most probably those run by Informatics), and whether there was some effort to improve it; b) Assess whether similar methods would work for MASV-INFO; c) Understand the reasons of poor gender balance at MASV-INFO, especially the 10% drop from BASV-INFO.

Vedlegg 1: Lenke til 3-årig emneevalueringer, egenvurderinger og eksterne fagfelleevalueringer

Lenke til Institutt for Informasjons- og medievitenskap i studiekvalitetsbasen:

<https://kvalitetsbasen.app.uib.no/?year=2022&faknr=15&instnr=17>

3-årige emneevalueringer og egenvurderinger finnes under «Emne» på Institutt for Informasjons- og medievitenskap i studiekvalitetsbasen.

Eksterne fagfelleevalueringer finnes under «Studieprogram» på Institutt for Informasjons- og medievitenskap i studiekvalitetsbasen.

Studieplan for MASV-INFO Masterprogram i informasjonsvitskap, høst 2025

Namn på grad

Dette masterprogrammet fører fram til graden master i informasjonsvitskap. Studiet er toårig (120 studiepoeng).

Undervisningsspråk

Norsk

Studiestart - semester

Haust

Mål og innhald

I informasjonsvitskap gjer ein empiriske studiar av informasjonssystem og aktivitetar knytte til slike, både med

kvalitative og kvantitative metodar. Det som likevel kjenneteiknar faget mest, er at vi i vår forskning prøver å utvikle og forbetre informasjonssystema ved å faktisk designe ei forbetring, for eksempel i form av eit dataprogram, ein database, ein nettstad eller liknande.

Mastergradsstudiet i informasjonsvitskap gir deg ei framtidsretta IKT-utdanning på høgt nasjonalt og internasjonalt nivå. Studiet utviklar evna di både til sjølvstendig praktisk IKT-arbeid og til rettleia IKT-forsking. Mastergraden i informasjonsvitskap er dermed eit godt grunnlag både for yrkeslivet og for vidare doktorgradsstudium i informasjonsvitskap.

På masterstudiet i informasjonsvitskap tar du kurs i to semester før du skriv ei sjølvstendig vitskapeleg masteroppgåve i løpet av to semester. Vanlegvis vil alle kursa du tar vere innan informasjonsvitskap. Også desse kursa har obligatoriske øvingar og/eller oppgåver. Det er difor heller ikkje mogleg å ta eksamen i informasjonsvitskap på masternivå som privatist.

Masterstudiet i informasjonsvitskap byggjer vidare på bachelorstudiet. Masterstudiet styrkjer og vidareutviklar studenten sine praktiske og teoretiske kunnskapar, analytiske evner og kritiske kompetanse i forhold til informasjons- og kommunikasjonsteknologiar og deira historiske, aktuelle og moglege føresetnader og funksjonar i høve til individ, grupper, institusjonar, organisasjonar og samfunn. Studiet utviklar evna til sjølvstendig problemløysing og utviklingsarbeid, og kvalifiserer for varierte arbeidsoppgåver innan IKT-området.

Studiet utviklar studenten si skriftlege og munnlege formuleringsevne, og gir trening i vitskapeleg arbeid og framstilling gjennom skriving av ei masteroppgåve. Masteroppgåva er eit sjølvstendig forskingsarbeid skriva under rettleiing, og føreset kjennskap til vitskapelege vurderings- og kvalitetskriterium og forskningsetikk. Gjennom arbeidet med masteroppgåva har studenten utvikla og demonstrert evne til å formulera klare problemstillingar, trekkja inn relevant kunnskap og forsking på det aktuelle feltet, samla og systematisera eit større empirisk materiale og å analysa dette materialet i lys av ei sjølvvalt problemstilling.

Gjennom grunngjeving av eigne teoretiske og metodiske hovudval, og bruk av teoriar og teoretiske omgrep i analyse av eit konkret empirisk materiale, har studenten dokumentert evne til sjølvstendig arbeid og kritisk refleksjon.

Masterstudiet har vidare utvikla studenten sine evner til raskt å setja seg inn i nye problemstillingar, tileigna seg ny fagkunnskap og å bruka denne kunnskapen i sjølvstendig analyse av yrkesfaglege og samfunnsmessige problemstillingar.

Læringsutbyte

Ein kandidat med fullført program i informasjonsvitskap skal ha følgjande totale læringsutbyte definert i kunnskap, dugleikar og generell kompetanse:

Kunnskap

Kandidaten

- har styrka og vidareutvikla teoretiske og tekniske kunnskapar, analytiske evner og kritisk kompetanse i informasjons- og kommunikasjonsteknologi
- har djup innsikt i fagfeltet masteroppgåva handlar om, inkludert problemstilling, teoretisk og teknisk bakgrunn, og relevante forskingsmetodar
- har god kjennskap til vitskapelege vurderings- og kvalitetskriterier og til forskningsetikk

Dugleikar

Kandidaten

- er i stand til å gjennomføre informasjonsvitskapleg forskning, inkludert definisjon av problemstilling og hypotese, litteraturstudium, datainnsamling, analyse og kritisk evaluering

- har fått styrkt den skriftlege og munnlege formuleringsevna si gjennom skriving og presentasjon av masteroppgåva
- er i stand til å arbeide og reflektere sjølvstendig og kritisk og å argumentere for eigne teoretiske og metodiske val

Generell kompetanse

Kandidaten

- har utvikla evna til raskt å sette seg inn i nye problemstillingar
- er i stand til å tileigne seg ny teoretisk og praktisk kunnskap
- kan bruke eigen kunnskap til uavhengig analyse av teoretiske og praktiske problemstillingar
- har ei djup forståing av grunnlaget for IKT, ei forståing som er relevant både for tidlegare, noverande og framtidig teknologi
- er kvalifisert for et breitt spekter av faglege oppgåver knytt til utvikling og bruk av IKT i privat og offentlig sektor

Opptakskrav

Bachelorgrad eller tilsvarande grad med 80-100 studiepoeng spesialisering i informasjonsvitskap.

Bachelorgradar frå UiB som kvalifiserer:

- Informasjonsvitskap (BASV-INFO)
- IKT (BASV-IKT)
- Kognitiv vitskap (BASV-KOGNI)
- Kunstig intelligens (BASV-AIKI) med spesialisering i informasjonsvitenskap. Opptaksgrunnlaget regnes på bakgrunn av de 90 beste studiepoengene av emnene: AIKI110, AIKI210, AIKI200, INFO132, INFO104, INFO180, INFO282 og INF264 + tre emner i informasjonsvitenskap der studentene velger mellom følgende: INFO125, INFO135, INFO207/INF207, INFO215 og INFO216

- Nye medier (BASV-NYMED)
- Medie- og interaskjonsdesign (BASV-MIX): Alle INFO-emne og AIKI-emne som var obligatoriske i studieplanen for BASV-MIX då studenten vart teken opp til bachelorgraden. Dessutan MIX250 og 30 studiepoeng i informasjonsvitskap (altså i tillegg til dei obligatoriske INFO/AIKI-emna).
- Informatikk: Datateknologi (dersom du har INFO110 og anten INFO180, INFO282, INFO162 eller INFO262)
- Informatikk: Datavitskap (dersom du har INFO110, anten INF112 eller INFO212, og anten INFO180, INFO282, INFO162 eller INFO262)
- Informatikk: Datatryggleik (dersom du har INFO110, anten INF112 eller INFO212, og anten INFO180, INFO282, INFO162 eller INFO262)
- Informatikk: Bioinformatikk (dersom du har INFO110, anten INF112 eller INFO212, og anten INFO180, INFO282, INFO162 eller INFO262)

Eksterne bachelorgrader som kvalifiserer:

- IT og informasjonssystem frå UiA
- Informatikk frå NTNU

Andre bachelorgradar kan kvalifisere dersom du har emne som inkluderer følgjande fagområde:

- Programmering (minst 20 sp)
- Diskret matematikk (minst 5 sp)
- Databasar (minst 7,5 sp)
- Informasjonssystem, kunstig intelligens eller HCI (minst 10 sp)
- Systemutvikling (minst 7,5 sp)

Minst 30 studiepoeng fordjuping innan informasjonsvitskap, der følgjande fagområde er relevante:

- Programmering
- Systemutvikling

- Kunstig intelligens
- Human-Computer Interaction (HCI)
- Nettverksteori

Du må også ha (generelle opptakskrav):

- Snittkarakter på minimum 2,5 i spesialiseringa som utgjør opptaksgrunnlaget.
- Språkkrava i både norsk og engelsk for dette studieprogrammet dekker du med generell studiekompetanse, enten på grunnlag av norsk vidaregåande skule eller på annan måte.

Rekkefølgje for emne i studiet

Kursdelen

Mastergraden i informasjonsvitskap består av ein kursdel på 60 studiepoeng, inkludert INFO301 (5 studiepoeng) og INFO302 (5 studiepoeng) som begge er obligatoriske og som blir undervist i vår-semesteret. Det er mogleg etter søknad til instituttet å få ta med inntil 30 studiepoeng frå andre mastergradar, men minst 30 studiepoeng skal alltid være kurs i informasjonsvitskap på 300-nivå.

Oppgåvedelen

Obligatorisk emne: INFO390: Masteroppgåve i informasjonsvitskap (60 sp) (Tilrådd semester: 3. og 4.)

Rettleiingsavtale for master i informasjonsvitskap skal inngåast innan 2. semester.

Valfritt

Utanlandsopphald, 1 semester

Delstudium i utlandet

Det finst i dag mange alternativ for deg som ønskjer å ta delar av utdanninga di i eit anna land. Universitetet i Bergen har samarbeidsavtaler med universitet, institusjonar og organisasjonar i mange land og regionar. Tilrådd semester: 1. semester/haust.

Arbeids- og undervisningsformer

Undervisninga vil normalt bestå av forelesingar, seminarundervisning og undervisning/retteleiing på datalab.

Vurderingsformer

Emna som inngår i det tilrådde studieløpet nyttar hovudsakleg ulike kombinasjonar av følgjande eksamensformer: skriftleg skuleeksamen, munnleg eksamen, karaktersette oppgåver og mappeevaluering.

Karakterskala

Emna som inngår i det tilrådde studieløpet blir karaktersett med bokstavkarakterar (A-F).

Relevans for arbeidsliv

Som ferdigutdanna informasjonsvitar arbeider du gjerne som konsulent i IT-bransjen eller med utvikling og drift i IT-avdelingar i private og offentlege verksemdar. Arbeidsoppgåvene dine kan t.d. omfatte utvikling og evaluering av nye informasjonssystem,

opplæring og brukarstøtte, vedlikehald av eksisterande system, og planlegging og oppfølging av korleis ei verksemd best kan gjere nytte av IKT. Ein del informasjonsvitarar etablerer også eigne verksemdar, mens andre arbeider med forskning og undervisning på universitet eller høgskolar. Med rett samansetjing av fagemne blir du kvalifisert til å undervise i skuleverket.

Masterprogrammet i informasjonsvitskap gir deg ei framtidsretta IKT-utdanning på høgt nivå. Studiet utviklar både evna til sjølvstendig praktisk IKT-arbeid og til IKT-forskning under rettleiing. Mastergraden i informasjonsvitskap er dermed eit godt grunnlag for yrkeslivet.

Evaluering

Alle studieprogram og emne blir evaluert i tråd med UiBs kvalitetssystem for utdanning.

Administrativt ansvarleg

Det samfunnsvitskaplege fakultet ved Institutt for informasjons- og medievitskap har det administrative ansvaret for studieprogrammet.