

## **Practical Training - Cooperation, profession, and roles**

Praktik - Samverkan, profession och roller  
15 credits

Programme course

725A28

Valid from: 2010 Spring semester

<b>Determined by</b>	<b>Main field of study</b>	
The Quality Board at the Faculty of Arts and Sciences	Information Systems	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2010-09-24	Second cycle	A1N
<b>Revised by</b>	<b>Disciplinary domain</b>	
	Technology	
<b>Revision date</b>	<b>Subject group</b>	
2013-03-18	Informatics/Computer and Systems Sciences	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Spring semester 2009		
<b>Department</b>	<b>Replaced by</b>	
Institutionen för ekonomisk och industriell utveckling		

## Course offered for

- Master Programme in IT and Management

## Entry requirements

- A Bachelor's Degree equivalent to a Swedish Kandidatexamen in one of the following subject areas:
  - Information Systems
  - Business Administration
  - Cognitive Science
  - Computer Science
- English and Swedish corresponding to the level of English and Swedish in Swedish upper secondary education (Engelska 6 and Svenska 3)

## Intended learning outcomes

On completion of the course, the student should be able to:

- describe a non-trivial and extensive assignment with a focus on IT and activities in practice
- evaluate IT and its role in business, based on theory and practice
- systematise and critically evaluate identified aspects of IT and activities
- identify, describe and evaluate roles and actors relative to a nontrivial assignment including one's own profession
- evaluate models, methods and working methods that occur in practice, and relate these to current theory in the field
- relate to ethical dimensions of operating in the relevant profession

## Course content

The course comprises both theoretical and practical parts. In the practical parts, the student for a longer continuous period, at least comprising 50 percent of the workload of the course, participates at an external organisation (below called organisation) with a non-trivial assignment. This should be seen as a form of placement, where the student has a good opportunity to convert and test the theoretical knowledge in practice and at the same time learn from the placement and the relation between theory and placement. Aspects of the placement (documented in field notes, which constitute a during the course growing report) will be covered at seminars at repeated occasions and related to appropriate theory within the subject.

The main contents of the course are: - Attendance and participation in an external organisation's handling of IT and activities - Document experiences and analyse them according to the above in a report - To under supervision from both current activities the higher education institute in an independent and responsible way work with documentation analysis concerning the placement process and achieved results, and carry the process forward - To prepare for the future profession and an in practice reflecting approach

Both the placement and the non-trivial assignment that the student should participate in the reading of should be approved by the examiner.

## Teaching and working methods

The course consists of lectures, seminars, supervision and student-controlled work, in groups and independently. Belonging to the work effort is preparing for lectures, seminars and supervision through studies of literature or theory and, where appropriate, reviewing other course participants' work. Active participation in seminars and compulsory parts.

## Examination

Written examination and active participation in seminars. Detailed information can be found in the study guide.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

## Grades

Three-grade scale, U, G, VG

## Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.