

## **Agile Project Management for Digitalization**

Projektledning inom agila digitaliseringsprojekt  
7.5 credits

Programme course

725A50

Valid from: 2023 Autumn semester

<b>Determined by</b> Chairman of the Course and Programme Syllabus Board at the Faculty of Arts and Sciences	<b>Main field of study</b> Information Systems	
<b>Date determined</b> 2023-04-27	<b>Course level</b> Second cycle	<b>Progressive specialisation</b> A1N
<b>Revised by</b>	<b>Disciplinary domain</b> Technology	
<b>Revision date</b>	<b>Subject group</b> Informatics/Computer and Systems Sciences	
<b>Offered first time</b> Autumn semester 2023	<b>Offered for the last time</b>	
<b>Department</b> Institutionen för ekonomisk och industriell utveckling	<b>Replaced by</b>	

## 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, discuss and reflect on project-organised activities and management of them,
- critically review and problematise different preconditions for and effects of projects,
- apply perspective, theories, approaches and models for organisation and management of project activities, inter alia with a focus on the IT project,
- apply IT support for organisation of project activities

## Course content

The main contents of the course are:

- project activities as a phenomenon and special cases of activities,
- project management: responsibility, ability and roles,
- human, organisational and technical preconditions for and effects of projects,
- perspective, theories, approaches and models for organisation and management of project activities,
- IT projects and management of IT projects: distinguishing features and complexity,
- practical and theoretical images of projects and project management in general and IT projects in particular,
- the use of IT support for project activities

## Teaching and working methods

The teaching takes the form of lectures, laboratory sessions, seminars, workshop and supervision. Belonging to the work effort is preparing for lectures, seminars, group work and supervision through studies of literature and, where appropriate, reviewing other course participants' project assignments.

## Examination

Written examination, continuous and final. Continuous examination in the form of group produced seminar covered project assignment. Participation in seminars is compulsory. Final examination in the form of a minor essay that is covered in seminar.

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.