

February 21, 2018

Ekstraordinært aftagerpanelmøde for BSc i Global Business Informatics (GBI) and MSc i Digital Innovation & Management (DIM)

14 november 2017, 16:00 – 19:00, lokale 3A 20, It-Universitetet i København

Dagsorden:

16.00 – 16.10	Velkomst og præsentation af dagens workshop, samt godkendelse af referat fra mødet 28. august
16.10 – 17.00	Workshop i mindre grupper med deltagelse af undervisningsansvarlige for kurserne
17.00 –	Opsamling og hovedpunkter fra diskussionerne i grupper
Senest kl. 18.00	Middag i universitetets kantine, 1. sal

Deltagere:

Fra Panelet: Kirsten Nielsen, Tanja Danner, Steffen Rasmussen, Simon Kiilerich Vedel

Fra IT-Universitetet: Lene Pries-Heje, Christopher Gad, Oliver Müller, Pedro Ferreira, Rachel Douglas-Jones, Raffaele Ciriello, Irina Shklovski, Camilla Rosengaard, Anna Elizabeth Thomsen

Referat af hovedpunkterne fra workshop holdt for aftagerpanelets medlemmer og forskere tilknyttet Digital Innovation and Management

1. Godkendelse af referat og præsentation af workshop

Efter velkomst fra panelets formand, Kirsten Nielsen, godkendte panelet referatet fra mødet den 28. august 2017.

Christopher Gad opsummerede hovedpunkterne i revisionsprocessen: det eksterne panels evaluering af uddannelsen, udviklingen af professionelle roller og en ny uddannelsesstruktur.

De mest fundamentale ændringer i DIM er de ændrede optagelseskriterier, der samtidig fører til at *foundationskurserne* på 1. semester afskaffes. *Process Innovation* overgår fra at være et specialiseringsmodul til at være et obligatorisk modul, alle studerende skal følge. Med revisionen indfører

DIM desuden en ensartet struktur på de første 3 semestre, idet de studerende hvert semester skal have 3 kurser: et modul på 15 ECTS og to mindre på 7,5 ECTS.

Med den nye studieordning for uddannelsen vil DIM revidere employment ticketet samt sin globale kompetence profil. På aftagerpanelmødet i januar, vil uddannelsen bede panelet se på disse samt vurdere hvorvidt revisionen af DIM samlet set er en forbedring af uddannelsen.

Herefter præsenterede Christopher workshopens format, hvor medlemmer af panelet og de inviterede forskere to og to diskuterede udvalgte kurser og panelets medlemmer kunne komme med input til elementer i kurserne.

2. Hovedpunkter fra workshoppen (engelsk)

Main points from the discussions of Navigating Complexity

- Panel members feel Navigating Complexity should be more critical. The course should teach students to question the datasets that they use in critical ways (how were they generated, which networks were involved in creating the datasets, etc...)
- Students need to be very selective about the data they draw from and the data they use to present their results. Their basing of decisions in big data needs to come with a reflexive mindset
- The critical aspect when presenting data should be included in the description

Important aspects in the course are:

- Emphasising critical perspectives with regards to data and big data, visualisations, bias, etc...
- Reflecting on what the data does not say

Other input from the panel: the course is relevant, it makes sense to have abilities and capacities to deconstruct in these times of e.g. *fake news*.

Main points from the discussions of Process Innovation

- The panel proposes to include the economic aspect of Process Innovation: to consider how to make students more aware of economic aspects and of how benefits from ideas can be realized, in order to make candidates better change agents.
- The panel recommends bringing in perspectives from product development; to try train students to think about processes and their implementation; and to bring in aspects of change management.

Main points from the discussions of the Big Data specialisation

From the discussions, it emerged that the Big Data specialization has a naming problem: "because it is not really teaching big data. The specialisation is about dealing with data and the problems within it. The goal is to train people whose capacities will be needed, the specialization is training translators who can translate

the difference between the different competencies. A kind of data analytics, but not the technical data analysts”.

While naming the specialization big data is misleading, panel members agree that the role, which the specialization aims for, exists in companies; though not necessarily in one person and it is not yet a job description, but it will come.

DIM will think about this. Finding a more adequate title will also help manage expectations among students.

At the meeting further input for the title was debated: “It is more like a broker- thing, or a translation or liaison, it’s a hybrid thing.. Hybrid data thing”.

“Would it help to leave out the word big? “

Main points from the discussions of Public Digitalisation

- It will be important to link the aspects of this course to other aspects of DIM
- Employers need graduates who understand the centrality of policies, have capacity to work across the divide of public-private/different organisational cultures and different cultures of decision-making

The panel suggests

- Paying attention also to success cases to learn from (not just the failures that make the news)
- That students gain some hands-on experience in the project part of the specialization
- Branding the specialization to students as ‘Retransform the public sector through IT’

General input in relation to new technical course Computational Literacies

Main points from the discussion of what technical competencies or skills employers would expect from a DIM graduate:

In the view of one panel member, people coming out of ITU should be able to programme. Another panel member disagrees somewhat, but would expect an ITU graduate to have more technical insight than a graduate from CBS. “It also depends on what lies in *programming*: being able to do so professionally or understanding the basic principles of it and how programmers think?”

The panel invites the IT University to also send the question by mail to the panel for further input.

3. Eventuelt

De professionelle roller, DIM har udviklet, er stadig lidt upræcise set med panelets øjne. DIM bør overveje at lave en generisk liste med jobtitler, der ikke behøver at matche hver enkelt rolle.

I forlængelse heraf blev det foreslået at arbejde med personas. Det hjælper f.eks. NNIT med at formulere fremtidige scenarier i forhold til brug af IT. Måske kunne det være brugbart også i forhold til at arbejde med navnet på Big Data specialiseringen.

Panelet foreslår IT-Universitetet at skabe et kommunikationsrum, hvor uddannelserne eller de kursusansvarlige selv kan stille panelet spørgsmål, søge input og rejse diskussioner imellem møderne. Slack kunne være en mulighed.

Christopher afsluttede herefter mødet og takkede panelet for at deltage i workshoppen. Han understregede, at det er meget værdsat, at der også er rum for mere uformelle diskussioner, og at panelet og forskerne tilknyttet uddannelserne møder hinanden.