



AALBORG UNIVERSITET

# Humanistic Informatics 10<sup>th</sup> semester, Information Architecture, Aalborg

## Semester description

### Semester details

*School:* School of Communication, Art and Technology (CAT)

*Study board:* Humanistic Informatics

*Study regulations:*

[http://www.fak.hum.aau.dk/digitalAssets/84/84316\\_curriculum\\_ma\\_information\\_architecture\\_2006\\_hum\\_aau.pdf](http://www.fak.hum.aau.dk/digitalAssets/84/84316_curriculum_ma_information_architecture_2006_hum_aau.pdf)

### Semester framework theme

*This should include an elaborated description in a prose form of the focus of the semester, activities implemented to fulfil the competence objectives and the thematic(s) of the semester. In other words, the semester description includes the “framework theme” that the students will be exposed to during the semester. The role of the semester and its contribution to students’ academic progression should also be described.*

### Semester organisation and time schedule

*This must be a short description the of the different activities of the semester, their mutual connections and the way in which they support each other and also support students in reaching their goals; such activities may be study trips, internship periods, project modules course modules, including laboratory activities, cooperation with external stakeholders, possible cross-disciplinary cooperation relations, any guest lectures and other events.*

### Semester coordinator and secretariat assistance

*Anchorperson:* Marianne Lykke and Nicolai J. Graakjær

*Secretarial assistance:*

## Module description: “Master’s Thesis”

<b>“Master’s Thesis”</b> 30 ECTS equals 825 working hours
<b>Location</b> 10 <sup>th</sup> semester
<b>Module coordinator</b>
<b>Type and language</b> Master’s thesis English
<b>Objectives</b> Professional competences: Through the thesis module the student will attain professional competences within: <ul style="list-style-type: none"><li>• Theoretical understanding of the interplay between data base architecture, interface architecture and interaction architecture</li><li>• Rhetorical architecture in the form of concept development in information systems aimed at a global audience</li><li>• Communicative, technical and commercial dynamics in the planning and construction of information architectures</li><li>• The information ecological perspective, in which interaction design is conceived as part of an information and communication practice, applied to a relevant, delimited problem</li><li>• Research ethics and insight into the implications of research work.</li></ul> Practical competences: Through the module the student will attain competences in: <ul style="list-style-type: none"><li>• Design construction, as the student is trained to initiate, construct, communicate, and maintain the structuring of information flows</li><li>• Independently designing, analysing and critically assessing information architectures on the basis of the rhetoric and ecology of information architecture</li><li>• Motivating professional choices and priorities</li><li>• Applying and developing relevant design methods on a scientific basis</li><li>• Structuring and communicating the attained knowledge to an academic community within the subject area of the programme, and to a wider audience.</li></ul>
<b>Academic content and conjunction with other modules/semesters</b> <i>A brief and general description of the academic content of the module as well as the basis and motivation for the module; i.e. a brief review of the content and foundation of the module.</i> <i>The intention is to provide students with an overview of each module and to create understanding of the module in relation to the semester and the entire programme.</i>

<p><b>Scope and expected performance</b></p> <p><i>The expected scope of the module in terms of ECTS load. This comprises number of teaching hours, exercises, preparation time, travel activity (if applicable) etc.</i></p>
<p><b>Participants</b></p> <p><i>Indication of the participants in the module, particularly if they include several year groups, programmes or another type of co-teaching.</i></p> <p><i>If agreed by the study board, this may be omitted.</i></p>
<p><b>Prerequisites for participation</b></p> <p><i>Description of the prerequisites for students' participation in the course, i.e. previous modules/courses in other semesters etc. The overall intention is to emphasise the coherence of the programme. This may be a transcript of the text in the study regulations and curriculum.</i></p> <p><i>If agreed by the study board, this may be omitted.</i></p>
<p><b>Module activities (course sessions etc.)</b></p> <p><i>For each teaching activity (course session, workshop session etc.) the following must be indicated:</i></p> <ul style="list-style-type: none"> <li>• <i>Type of teaching (lecture, workshop, laboratory work, study trip etc.)</i></li> <li>• <i>The title and number of the teaching activity (in that order) and possibly a brief description of the activity (course introduction)</i></li> <li>• <i>Date of the activity</i></li> <li>• <i>Lecturer(s)</i></li> <li>• <i>Set and recommended readings</i></li> <li>• <i>Slides and other resources</i></li> </ul> <p><i>If agreed by the study board, some of the above items may be omitted.</i></p>
<p><b>Examination</b></p> <p>.</p>