

Exam evaluation guidelines TIK4021 / Spring 2022

The assignment has two parts:

- In part 1, please answer one of the questions in group A, B and C. Each answer should have a length of 300-400 words. Use the course literature and, if needed, examples.
- Part 2 should be around 4000 words.
- Total word length for the entire exam: 5000 words (+/- 20%), everything included (front page, list of references, etc.).
- Language: ESST students must write their paper in English, while TIK students may choose between English and Norwegian.

Short questions

The goal of this part is to test the students' ability to give concise answers to fairly complex questions from different parts of the course. The following criteria will be applied:

- Understanding: Does the student have the necessary knowledge to answer the question? Is the answer broad in the sense that different aspects of the topic are covered? Is the student able to distinguish between important and less important aspects? Does the student explain and/or introduce key concepts, definitions or principles? Does the student use examples?
- Stringency and consistency: Is the answer logical? Do the different parts of it fit well together, and if not, does the student explain why? Is it possible to follow the students reasoning?
- Precision and language: Are the sentences and use of concepts precise? Are theoretical concepts used correctly/in line with perspectives in the curriculum? Does the answer contain obvious misunderstandings? Is the answer clear and easy to understand?

Long question

The goal of this part is for the students to analyse their practical case / solution from the practice module in the course. Here the students are expected to go more in depth on one particular topic and apply relevant innovation theory onto the case. The main criteria are the same as for the short questions. In addition, the following aspects will be considered:

- Theory: Does the student give a thorough account of the main concepts and/or theories used in the answer? Does the student discuss underlying assumptions or traditions?
- Reflection on theory: The student's ability to account for strong and weak sides in the theory, the practical case and/or other aspects.
- Use of literature: Is the student able to draw on more than just one/a few readings from the curriculum? Is the use of literature consistent, e.g. with respect to levels of analysis, assumptions and similar issues?
- Link between theory and examples: If the student uses examples, do they match the perspectives from the literature? How well are the examples presented and analysed?
- Originality and independence: Does the student provide her/his own analysis and critical reflections?