HSL Faculty, UiT The Arctic University of Norway, 2.10.2017	**TEMPLATE FOR COURSE DESCRIPTIONS FOR PHD COURSES, THE HSL FACULTY** **Please see explanation to each point below.** The template is based on requirements for modules within the UiT quality system.
Name	Bokmål: Nynorsk: English: Society and Advanced Technology in the Arctic (SATA)
Course code and level	The administration provides the code
Type of course	The course may be taken as a single course. PhD course for preselected participants in SIU-supported PhD course "Society and Advanced Technology in the Arctic" (SATA)
Scope of course	Amount of ECTS points 5
Required / recommended previous knowledge	This course is aimed at PhD students and researchers (including PostDocs) from all scientific disciplines, but is open for applicants holding a Master`s degree. If you aim to include the credits from the course in your 30 mandatory PhD ECTS you should discuss it with both your supervisor and your faculty.
Course contents	SATA will train Norwegian and Russian graduate students in cross-border transdisciplinary analysis and problem-solving concerning Society and Advanced Technology in the Arctic. The Arctic regions of Norway and Russia are important to both countries economically, socially, culturally, politically and strategically. Norway and Russia are neighbouring countries in the Arctic where both invest financial and political capital in a mutually beneficial relationship. Both countries therefore have strong interest in training future talent to think and act together across society and technology in the Arctic. The topic is transdisciplinary application of fundamental research for improving living conditions in the Arctic using advanced technology (especially remote sensing and space-based technologies). The graduate students will be challenged to develop socio-technical solutions moving between demands and possibilities of society, economy, culture, regulation, natural science and technology. Norwegian and Russian faculty, staff and graduate students will gain an understanding of Norwegian and Russian traditions, mindsets, cultures and institutions for such work, and they will acquire skills to work

	productively across such differing or similar traditions, mindsets, cultures and institutions. The project will be centered on three field courses for Norwegian and Russian graduate students, one field course in each year. Each field course will be for one week and include presentations by academic and industry speakers, site visits to public and private research facilities, authorities and companies, and time for supervised group work by the graduate students to be presented and evaluated in plenum. The 2019 field course will be in Svalbard. Travel and accommodation will be covered for the selected participants.
Learning outcomes Be concise and consequent: Outcomes should relate to each other as well as to the teaching methods and the coursework requirements / examination form. Learning outcomes should be formulated in such a way that they may be checked. Make sure the outcomes are realistic and in accordance with the amount of ECTS (they must not be too ambitious). Description of competence is not required for 10 ECTS courses.	The students have the following learning outcomes: **Knowledge** The student has: • Knowledge about the interplay of society and advanced technology in the Arctic • Knowledge about how to apply fundamental research in transdisciplinary and transborder settings for analysis and problem-solving • Good knowledge of the pecific topic and local contexts of the field course • Understanding of Norwegian and Russian traditions, mindsets, cultures and institutions **Skills** The student is able to / can: • Be able to critically review and reflect on the literature on society and advanced technology in the Arctic • Be able to engage in transdisciplinary and transborder analysis and problem-solving applying fundamental research to questions of society and advanced society in the Arctic • Be able to work productively across differing or similar traditions, mindsets, cultures and institutions. **Competence**
Relevance in the degree program	Should be provided, but not a requirement.
Teaching and working methods Teaching methods, scope and frequency should be described. Also provide information about the number of lectures / classes.	The teaching is concentrated around a field course, with preparation and follow-up via online learning platforms. The field course will use a combination of teaching methods; guest lectures from internationally leading scholars and industry leaders, group exercises, and presentations in plenary sessions.

	The field course will take place on Svalbard, 13-19 October 2019. Topic: "A Norwegian-Russian-international science, technology and innovation future for Svalbard".
Practice	
Quality assurance of the course	All courses will be evaluated once during the period of the study program. The board of the program decides which courses will be evaluated by students and teacher each year.
Coursework The required coursework must be clear and feasible. Keep the scope of the course in mind.	The following coursework requirements must be completed and approved in order to take the final exam: In order to meet the objectives of the course, each participant will be required to satisfy two requirements: 1. submit a writing sample based on the student's own PhD/Master research, and discuss another student's paper 2. participate in the group exercise of a simulated SATA Research Council call during the field course
Assessment and exam Provide clear information about exam form(s). The amount of hours/days/weeks must be given. In the case of written assignments, please provide the required amount of words. If desired: provide information about line space, font etc. (standard: 1 ½). A-F grades scale or Pass/Fail	The exam will consist of: Submit a discussion paper (1000 words) based on the other participant's writing sample Evaluated with pass/fail.
Retake	There will not be arranged a re-sit exam for this course.
Syllabus	TBA, approx. 400 pages.
Language of instruction and examination	English

EXPLANATION OF TEMPLATE BASED ON REQUIREMENTS IN THE QUALITY SYSTEM

Contents requirements	Detailed information and comments
Title	The course should have a clear title that provides information about the course contents to both students and professionals. The course title should be given in Bokmål, Nynorsk and English.
Course code and level	Each course must have a course code (e.g. GEO-3104); the letters being an abbreviation of the name of the subject (GEO = geology). The courses fall within seven general levels: 0000 - 1000 - 2000 - 3000 - 5000 - 6000 - 8000. The code number indicates the *academic level* of the course. 0000 courses are introductory courses, 1000 courses are first and second year courses on BA level, 2000 courses are specialisation courses on BA level (usually third year), and 3000 courses are courses on MA level. 5000 refers to courses within the practical pedagogical education, 6000 to further education courses, and 8000 refers to PhD courses.
Type of course	Information about whether or not the course may be taken as a single course should be provided. Text suggestion: "This course is obligatory for students who belong to the degree program (*name of degree program*)" or "This course may be taken as a single course (by students who meet the admission requirements for the degree program in (*name of degree program*)".
Scope	Indicate the scope of the course in ECTS points.
Required / recommended previous knowledge	Previous knowledge requirements must be indicated. In cases where previous knowledge is desired but not a requirement, it should be clearly indicated that this knowledge is *recommended,* but not required.
Course contents	A description of the course contents, minimum 50 words, maximum 300 words.
Relevance in the degree program	The relevance of the course in the degree program to which it belongs should ideally be provided, but is not a requirement.
Learning outcomes	Learning outcomes should be clearly formulated and described in bullet points under the categories *understanding, skills,* and *competence.* A description of competence is not required for smaller courses of 10 ECTS points. Learning outcomes should be formulated in such a way that they may be checked, and there should be a clear connection between learning outcomes, teaching methods, and the type(s) of assessment/examination. If linguistic competence is part of the objectives of the course, this must be included in the course descriptions and the program descriptions. <u>The descriptions should have the following structure:</u> By the end of the course the student has obtained the following: **Knowledge:** The student has: - knowledge about / understands / insight about / overview on etc. It is possible to grade: i.e. Wide knowledge / good understanding / (especially on Master´s level:) deep / thorough knowledge, deep/specialized insight etc. At least three points.

	Skills: The student is able to / can - analyse / consider / assess / formulate / discuss / conclude / summarize / recap - **Competence:** The student - is able to / may
Teaching and working methods	Scope of teaching, teaching and working methods, and teaching frequency should be described. If the course is not offered every semester, the description should provide information on whether or not it is possible to take the exam during semesters where the course is not taught. There should be a clear connection between the expected learning outcomes of the course and the chosen teaching and working methods.
Practice	Information on practice, reference to practice plan if relevant. Arrangement and completion of practice should be clearly connected to the expected learning outcomes of the course, other teaching, and the expected obtained competence at the end of the course.
Quality assurance of the course	Information on how the students may assess and give feedback on the quality of the course (evaluation, reference groups, student representatives, etc.)
Coursework requirements	Information on coursework requirements, the scope of these requirements, and whether or not they are obligatory (e.g. lecture attendance, methodology courses, exercises, practice, field work courses, excursions, lab work, security training, group assignments, semester assignments and other written assignments. Assessment of coursework should be on a Pass/Fail basis.
Security training	For courses including lab work, excursions, field work, studies abroad, etc., any security training necessary to complete the course should be indicated. This should be formulated as a coursework requirement in the course description.
Examination and assessment	Type of examination and assessment, including information on which assessments that will appear on the transcript of records or will form part of the basis for the final grade which will appear on the transcript of records, should be indicated. Type of assessment should also be indicated (A-F grades scale or Pass/Fail). There should be a clear connection between the expected learning outcomes and the chosen form of examination and assessment. Course descriptions for courses operating with two or more exams during the course should include the following: information on whether separate grades are given for each exam or if one final average based grade at the end of the course is given, how the various exams are weighed in the case of a final average grade, information on type of examination and assessment for each exam and the course in its entirety, information on possibilities for retake examinations and which exams that need to be retaken in order to pass the course. The duration of the exams (amount of hours/days) and the required amount of words in written exams should be indicated.
Retake	Information on possible admission and completion of retake examinations should be given.

Syllabus	A reading list is not obligatory in the course description. However, it is nevertheless a requirement that a syllabus is developed for each course, and that an up-to-date reading list is accessible by the beginning of the semester in which the course is being taught. If the organised part of the course (lectures, lab work, seminars etc.) is to be considered as part of the syllabus, and exams may be given on this basis, this must be clearly indicated in the description of the syllabus.
Language of instruction and examination	During the spring of 2007, the University of Tromsø passed the Guidelines on language policy (case S 28-07, DocuLive 200603903-18). Indication of *Language of instruction* is obligatory information in all course descriptions. The language of instruction should as a rule be Norwegian. In order to achieve instrumental objectives and develop competence in professional English among Norwegian students and/or integrate students with another native language than Norwegian/another Scandinavian language, the language of instruction may also be English. Indication of *Language of examination* is obligatory in all course and program descriptions. The individual faculties may choose the language of examination, but as a rule, students should not be required to take their exams in English unless English forms an integral part of the course and/or its learning outcomes. Special regulations for language of instruction and examination may apply for courses within language and linguistics.
External candidates for examination	Each faculty must decide on possible examination methods and examination fees for external candidates who are not admitted to the course. However, this needs not be described in the course description.
Other regulations	Other regulations relevant to the completion, quality assurance and evaluation of the course should be described.