

# Welcome to the Censor Meeting

The External Examiner (Censor) Board for  
*Information Technology and Interactive Media*  
IIM.dk

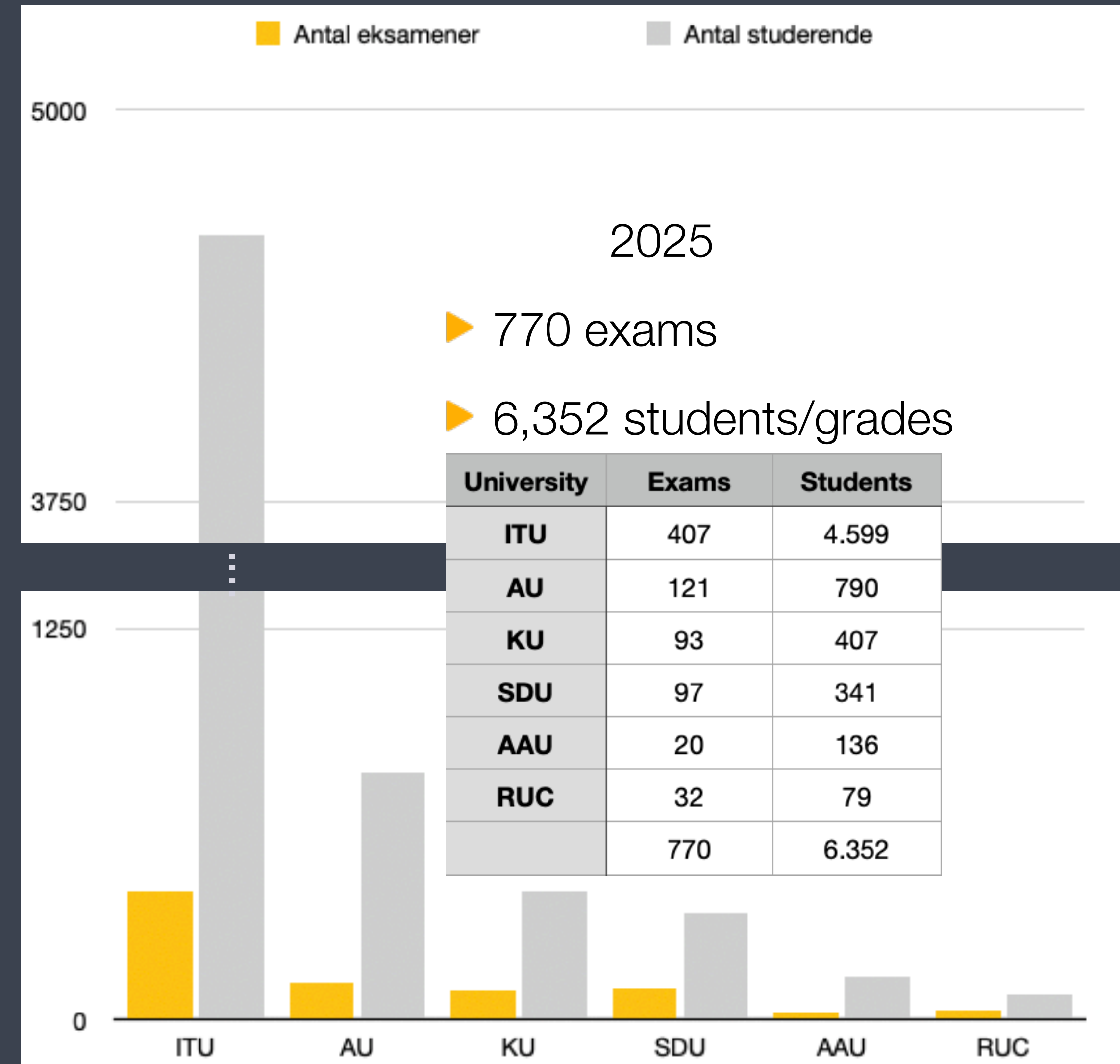
- ▶ The Board, [IIM.dk](http://IIM.dk)
- ▶ Assignment of tasks
- ▶ Censors' tasks
- ▶ The role of the Chair
- ▶ Experiences with GAI

Jesper Simonsen (chair); Bent Steenholt Kragelund (vice chair); Mette Sophia Bøcher Rasmussen (secretary)

# IIM.dk

- ▶ Nationwide board of censors established in 2003
- ▶ Secretariat at AU/Arts
- ▶ Website: [IIM.dk](http://IIM.dk)
- ▶ 208 censors (2026–2030), including:
  - ▶ 99 new appointments; 109 reappointments
  - ▶ 98 university employees; 94 “aftagercensorer” i.e. not from the university; 16 with a secondary affiliation
  - ▶ 83 women and 125 men = 40/60%
- ▶ Originally (2003) the Board for Information Science at Aarhus University – today the national board for all “application-oriented” IT programs

Universitet	Uddannelse	Niveau
AAU	Kunst og teknologi	BA
	Media Arts Culture (ERASMUS MUNDUS MA)	KA
	Master i IT	Master
AU	Digital design	BA+KA
	Informationsvidenskab	BA+KA
	IT-didaktisk design	KA
	Kritiske datastudier	Tilvalg
	Master i IT	Master
ITU	Digital Design and Interactive Technologies	BA+KA
	Global Business Informatics	BA
	Digital Innovation and Management	KA
	Games	KA
	Interaction Design	KA
	IT ledelse og management	Master
KU	Kommunikation og IT	BA+KA
RUC	Humanistisk Teknologi (HumTek) med Informatik	BA
	Digital Transformation	KA
	Informatik (kombinationsuddannelse)	KA
SDU	Informationsvidenskab, it og interaktionsdesign	BA
	Webkommunikation	KA
	IT Product Design	KA
	Master i IT	Master
	Talentprogram Citizen Science	
	Computational Thinking	Tilvalg



# Assignment of censor tasks

- ▶ Assignment via the Censor-IT system → exams in January and June (from 2028 also May and August for 75 ECTS master's programs)
- ▶ “Preliminary sorting” based on qualifications → Request sent to 5 examiners
- ▶ “Fine-tuning” based on censor’s own assessment of the assignment

- ▶ Courses: Link to course description
- ▶ Projects/theses: Manual text
- ▶ Note: It is your responsibility to assess whether you are qualified and suitable to undertake the assignment

Afsluttende masterprojekt på masteruddannelsen i it-ledelse (15 ECTS)

Eksamen finder sted på ITU den 18. januar kl 09:00-09:40.

Projekttitel: Teamorganisering i Gyldendal Uddannelse - udfordringer og anbefalinger (arbejdstitel).

Projektbeskrivelse: Hvordan kan teamorganisering bidrage til udvikling af digital modenhed i Gyldendal Uddannelse?

Hvordan er teamorganisering i Gyldendal Uddannelse begrundet og forberedt, og hvordan er implementeringen af et team foregået? På baggrund af de identificerede udfordringer udvikles en række anbefalinger til Gyldendal Uddannelse til det fremtidige arbejde med teamorganisering.

Studieordning: <https://www.itu.dk/~media/dk/om-itu/information-til-censorer/studieordninger-til-master-i-it/studieordning-for-studerende-indskrevet-i->

AI, chatbots	Human Computer Interaction (HCI)
AI, ethics	Human robot interaction
AI, Explainable (XAI)	Hybrid work
AI, Generative, Large Language Models (GAI/LLM)	Information Infrastructures (II)
AI, in an organizational context	Information Systems (IS)
AI, Machine Learning (AI/ML)	Infrastructuring
AI, strategy	Innovation
Analysis of web and social media	Interaction design
Big Data and Big Data Analytics	IT governance
Blockchain	IT in an organizational context
Business and IT	IT strategy
Business models and understanding	Kids, youth and IT
Change management	Knowledge Management (KM)
Citizen Science Research	Mobile design and services
CoDesign	Narrative
Communication	Network Theory
Communication, strategic	Online communities
Computer Supported Cooperative Work (CSCW)	Organizational -theory, -change, -development
Concept development	Organizational implementation
Critical theory, critical design	Organizational post-implementation (benefit realization)
Data Science	Participatory Design
Data Visualization	Performance design
Democracy and IT	Process Improvement
Design processes	Programming
Design research, research for/into/through design	Project management
Design theory	Prototyping
Didactics, pedagogy, learning	Public IT and infrastructure
Digital aesthetics	Qualitative methods
Digital Business Strategy	Quantitative methods
Digital Capabilities	Research (Censor has a PhD and is an active researcher)
Digital citizenship, citizens online	Robots
Digital culture and society	Science and Technology Studies (STS, ANT, SCOT etc.)
Digital data Ethics	Security, cybersecurity, IT security
Digital data Trust	Service design
Digital economy	Social media
Digital transformation	Software platforms and ecosystems
Digitalization	Software Studies (software art and culture)
Diversity and inclusivity	Sound studies
Drones	Stadium Generale
E-learning	Surveillance society and IT
Embodied interaction	Sustainability (of IT, management of)
Enterprise architecture and design	Systems development
Ethnography	Tangible interaction
Evaluation studies	Target audience/group analysis
Game culture	Technology history and philosophy
Game development	Usability
Game psychology	User Experience Design (UX)
Game theory and criticism	Virtual Reality, Augmented Reality
Gender and queer theory	
Green technologies (climate technologies, climate)	
Health Informatics	

# Your duties as censor (described in the Ministerial Orders - all in Danish)

- ▶ Censor Regulation: Describes the examiner institution and its duties
  - ▶ General – purpose, organization, appointment procedure (§§1-9)
  - ▶ **Duties as censor** (§§10–11)
  - ▶ Code of conduct (§12); the Chamber Advocate on the code of conduct)
- ▶ Examination Order: Rules for Examinations
  - ▶ Rules for **grading** (§§22-26); Duty to take notes (§24); Disagreement regarding grades (§§25-26)
- ▶ Grading Order: (UK-version) The 7-point scale (§§1–8). Overview for use during exams on [IIM.dk](http://IIM.dk)
- ▶ Qualifications Framework: Previous stressed in the Ministerial online censor course
- ▶ Censor's Report after the exam: *Please also use the free-text field* – Thank you
- ▶ Re-examination, examination complaints and appeals

# The Role of the Chair of the Board

- ▶ Assigns censor's (via Censor-IT), ad hoc censors, and boards for examination appeals
- ▶ Represents the board before the Ministry and the universities (annual meetings)
- ▶ Represents the board at the Censor Association established in 2021 ([censorforeningen.dk](https://www.censorforeningen.dk))
- ▶ Holds censor meetings (like this meeting) and meetings with the universities
- ▶ Provides advice on exams, etc. (you can always contact me)
- ▶ Handles urgent feedback from censors and examiners
- ▶ Responds to hearings (Ministerial orders, study programs, regulations, curriculums)
- ▶ Prepares an annual report
- ▶ Manages IIM.dk
- ▶ Participates in a reference group regarding the upcoming new censor IT system
- ▶ Nominates censors – new appointments every 4 years + as needed

# Experiences with GAI

- ▶ Still very preliminary. All current guidelines are available at [IIM.dk](https://iim.dk)
- ▶ Critical exams: Written take-home assignment (essay), programming assignments
- ▶ Experiences from RUC:
  - ▶ Revised exam formats and declarations effective September 1, 2025
  - ▶ Declaration requirements for each study activity from September 1, 2025 (based on legally drafted [generic texts](#))
  - ▶ Written home assignments reduced and “empirically grounded, case-based, or situated”
  - ▶ Mandatory oral exam (defense) for master theses starting September 1, 2026
  - ▶ Seeks to amend §11(4) of the Examination Order regarding spelling and writing skills for bachelor’s projects and master’s theses
  - ▶ Roskilde University Library provides instruction on [GAI declarations and offers examples](#)
  - ▶ Student feedback on GAI (see next slide)

# Testimonials from students

Melika Kazemi,  
Master's thesis, RUC F25

Interviews with students from  
AAU; CBS; KU and RUC

- ▶ All students use GAI, and they use it more or less *all the time*.
- ▶ GAI is considered very useful – especially when you get stuck, need an overview, or need an extra push to get going.
- ▶ Engagement is high, particularly in situations where GAI helps students in difficult circumstances – such as understanding a complex model, finding inspiration for a discussion, or initiating a problem formulation or research question process.
- ▶ Students would appreciate clear support and facilitation from teachers.
- ▶ Students also would appreciate programs that actively incorporate GAI and use it constructively as part of teaching