Program description

Master
in Media Arts

Full-time

120 ECTS

Valid from 2025

Content

1. Introduction

1.1 The Purpose and Content of the Program

The Master in Media Arts is an international two-year program that emphasizes creative collaboration and innovation in the field of audiovisual media, digital art, and emerging technologies. Based on artistic research and multidisciplinary experimentation, candidates develop a critical and investigative practice with a focus on media arts´ role in society. Emphasis is placed on sustainable, diverse, and inclusive production, in close collaboration with industry and professional fields.

Situated within Westerdals Department of Film and Media, the program combines expert knowledge in 3D-graphics, film, TV, game design, scriptwriting, visual effects, animation, and sound design. As a student, you will be included in an international and interdisciplinary group of peers, with access to state-of-the-art facilities, technology development skills, expert professionals, and distinguished guests, for the creation of new stories, forms, and formats of the 21st century.

With its urban location in downtown Oslo, the School of Arts, Design and Media (SADM) at Kristiania University of Applied Sciences offers multidisciplinary synergies from the Department of Performing Arts, Department of Music, and Westerdals Department of Creativity, Storytelling and Design. With its 1,600 students and 120 academic full-time equivalent positions, the School of Arts, Design and Media is the largest creative and art-related environment at university and college level in Norway. Students are also encouraged to engage in interdisciplinary collaboration with other master programs at Kristiania University of Applied Sciences.

1.2 Description of the Study Program

The Master in Media Arts program emphasizes Media Arts' collaborative nature and potential role in society. With ethical, aesthetic, and practical perspectives, this program equips candidates with expert skills to lead and participate in team-based projects and collective works at a high international level. The program brings together the independent voices of artists, game designers, scriptwriters, filmmakers, technologists, composers, sound designers, and other creatives in multidisciplinary teams, to engage practically and collectively in the question of what future media arts may be.

With their own background and important specialist knowledge, candidates will have the opportunity to challenge and develop their knowledge in interdisciplinary teams to build new and unique solutions. The overall goal of the program is to bring students with different backgrounds, professional skills, and practices together in collaborative, multidisciplinary teams to foster and grow a new generation of socially engaged media artists. The program offers the opportunity to think both collectively and individually about ways in which to

shape and refigure the future development of the media industry, the cultural sector, and the arts. A key factor is building a sustainable, diverse, and inclusive practice across discipline that work together with mutual respect. Candidates may challenge and rethink common subjects such as user experience, storytelling, visual style, technology, and distribution platforms to develop artistically innovative and authentic experiences for the intended audience.

A successful candidate of this program will be attractive to a multiplicity of professional fields and industries, exemplified but not limited to the following:

- Film and media development and production
- Game design, animation and interactive media production
- Postproduction and visual effects
- Visual art and exhibition practices
- Museum and event
- Journalism
- Communication
- Research and development projects
- Innovative interactive services
- Teaching in higher education

The master's degree in Media Arts traverses across multiple artistic and academic fields. Central questions of the program address how a story or artistic expression can be developed through technological innovation in collaborative and interdisciplinary teams. This may include such questions as the use of linear or non-linear formats, implementation of immersive, passive, or interactive solutions, methods, roles, and division of labor, as well as new questions yet to be explored.

Graduated candidates of this master program qualify for a PhD in artistic research or practice-based PhD in the following ways:

- The broad theoretical curriculum from multiple areas will provide the candidate with a solid knowledge platform in the field of Media Art.
- Through designing, developing, implementing, and evaluating media art expressions at a high international level, the candidate will gain a deep understanding and experience of the field. Examples of such expressions may be as varied as interactive storytelling, serious games, film art and installations, VR/AR productions, online and traditional publishing, video games, art installations, exhibitions, live performances, web design, interaction/interface design, application development, to name a few.
- The research method courses will provide the candidate with methodological skills that fulfill the normal requirements for admission to a PhD program.

- Working on their reflection through intensive feedback and critical thinking, the candidate will develop the skills necessary to embark on PhD-level artistic research projects.

Overall, the students will acquire artistic insight and rigorous reflective skills as a foundation for a future PhD project.

1.3 The Program Affiliation to Research

The Master in Media Arts is situated within a professional environment that comprises broad and deep expertise in game development, screenwriting 3D-graphics, sound design, VFX, VR/AR, film production, concept development and audiovisual storytelling. These are practices that derive their grounding and knowledge base from artistic research. With its investigative approach to the field of media art, the program combines practical experimentation and testing with critical reflection on the methods and choices that stem from one's own practice.

The professional environment consists of employees in teaching and research positions that are active in their field and present cutting-edge artistic research internationally at cinemas, festivals, museums, galleries, public space, conferences, and other peer-reviewed contexts. The program offers students the opportunity to participate in ongoing research projects, gain access to extensive technical resources, and benefit from expert guidance and supervision. Within this supportive framework, students are encouraged to connect their individual practices to larger inquiries and perspectives. In this way, the program's dynamic research environment promotes a deeper investigation of media art's role in society and the complex social, political, and ethical challenges facing the future of media art today.

1.4 Relevance to Industry and Professional Fields

The media landscape is currently undergoing profound changes due to the rapid development of new media technologies. This situation provides both challenges and opportunities across a diverse media industry and professional artistic fields.

By bringing together an interdisciplinary group of students, faculty members and guests in an exploratory and investigative environment, the Master in Media Arts paves the way for new media futures and questions what media arts can be. Through a combination of collaborative and independent artistic development, this program aims to approach, shape, and contribute to the ever-evolving media landscape. Graduated students will provide future employers with excellence in analytic reasoning, complex problem solving, and teamwork. This includes creating new interdisciplinary team strategies, expressing strong content, developing

innovative productions, and manage and explore the complexities inherent to new audiovisual technologies.

Furthermore, the program facilitates knowledge and skills relevant to developing sustainable business models and creating new media art opportunities. A key component of the program is to empower students to work confidently and effectively with cutting-edge technology across disciplinary boundaries. This will provide production skills to tackle - and lead – technologically innovative projects and at the same time ensure that the creative goals are not overshadowed by the technology involved.

The professional focus lies in the collaborative and multidisciplinary modes of artistic production and reflection. Thus, this master seeks to develop original expressions as well as explore new professions within the field of media art. At the same time, it qualifies research-oriented individuals for admission to a doctoral program in artistic research. The program will also open the doors to teaching opportunities in higher education.

1.5 Formal Requirements

1.5.1 Admission Requirements and Prerequisites

For admission to the Master in Media Art, a bachelor's degree of minimum 180 ECTS in audiovisual media, storytelling, screenwriting, visual art, design, technology, or equivalent education is required. This must include a subject or course group, of which at least 80 ECTS are within the subject field for the master program.

The applicant's qualifications, level, and potential in relation to the master's program must also be assessed based on the applicant's submitted works (artistic level) and a text that explains the applicant's goals and motivation for entering the program. Emphasis is placed on the applicant showing an investigative attitude and interest in media art, including its potential for innovation and further experimentation.

1.5.2   Language requirements

Applicants with education from outside the Nordic countries must document their proficiency in English, in terms of speaking and writing. You can meet the English language requirements by completing one of the following tests:

- English (140 hours) from Norwegian upper secondary school: written and oral exam.
- TOEFL with a minimum of 500 points from TOEFL PBT (paper-based test) or 60 points from TOEFL IBT (internet-based test).
- IELTS academic test with a minimum score of 5.0.
- PTE Academic, academic test with a minimum score of 51.
- Cambridge ESOL Examinations: First Certificate in English, Certificate in Advanced English, Certificate of Proficiency in English.

You can also meet the English requirements if you have completed one of the following:

- A university degree in English language and literature
- A minimum of one year of university studies taught in English in one of these countries: Australia, Canada, Ireland, New Zealand, Great Britain, or USA.
- Completed a bachelor's degree where the language of instruction was English

1.5.3   Separate admission requirements for the program – entrance exam

The entrance exam is as follows:

Application and portfolio - In the first round, applicants are assessed based on:

- Application letter that explains the applicant's objectives and motivation for applying to the program
- Artistic or practice-based portfolio that shows the applicant's professional level. Examples can be independent works or the candidate's part in collaborative projects. The specific requirements will be published in Kristiania University College's admissions portal.
- CV
- Diploma and/or other documentation of formal competence.

2. Learning Outcomes

All study programs at Kristiania University of Applied Sciences have adopted overarching learning outcomes that each candidate is expected to have achieved upon graduation. The learning outcomes for the Master in Media Arts are described in terms of Knowledge, Skills and General Competence

2.1 Knowledge
- The candidate…has advanced knowledge and overview of the history, theory, context, practices, and concepts in the field of media arts
- has thorough knowledge of artistic and academic research methods within the field of media arts has knowledge of multidisciplinary teamwork methods and practices with equal respect to different disciplines
- can analyze current and emerging media technologies and their cultural and artistic impact
- can apply artistic knowledge to develop a critical, investigative, and experimental approach to the field of media art
- has thorough knowledge about innovative project development and knows how to lead an explorative artistic media project
- has knowledge of sustainability and Equality, Diversity, and Inclusion (EDI)

2.2 Skills
The candidate…

- can based on applied theory analyze and problem-solve practical and theoretical challenges in the development of a media project
- can independently and in teams apply artistic and academic research methods in the development of an emerging media project
- can independently and in teams test, process feedback, and iterate in the development of a media project
- can use idea and concept development methods within media arts to impact society, relevance, and artistic innovation
- can identify and discuss ethical issues in the development of a media art project
- can carry out an independent artistic development project that is innovative or distinctive in form, expression, methodology, concept or in the use of technology in line with research ethical norms

2.3 General Competence
The candidate…

- can analyze media art-related, professional, societal, and ethical issues

- has advanced knowledge of best practices in the implementation of sustainability and Equity, Diversity and Inclusion (EDI) in the media art field
- can develop the various stages of a media art project at an overall high standard
- has advanced knowledge on how to disseminate, communicate and discuss results with peers
- can analyze and communicate knowledge and methods for research and development in the field of media arts and for the general public
- can contribute with critical reflection on innovation, new use of media and in artistic expressions

3. Program Structure and Academic Progression

The Master in Media Arts is a two-year (full-time), 120 ECTS program that runs over four semesters. The program is structured though a combination of field courses in media art, the master's project, common courses, and elective courses. The program contains 37,5 ECTS in four field courses on the first and second semesters, 15 ECTS in two common of courses on the first and fourth semester, 15 ECTS in two elective courses on the third semester and the master project with a total of 52,5 ECTS distributed through all four semesters. The third semester gives space for the students to either specialize their competence in elective courses or to exchange to other universities. (Please see table 1. Course matrix, for an illustration of the study model).

The field courses *Introduction to Media Art, Art and Society, Storytelling and Concept* and *Tools and Processes*, build on each other. They contribute with overall perspectives and understanding of what media art is and can be, which can be applied in the master's project.

The common courses *Research Methods,* and *Dissemination Strategies* are common to all students on master's programs at the School of Arts, Design and Media.

The elective courses consist of optional courses from the master's program at School of Arts, Design and Media, and Kristiania University of Applied Sciences.[1] The electives represent an opportunity to achieve greater academic breadth or depth, and some electives therefore require prior knowledge. The electives and international exchange can be used to adapt the study to the individual student's academic interests and specific master's project.

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[1] Please note that although we have many international courses, not all electives are thought in English. The electives thought in English will be clearly marked for international students.

3.1 Study Model

Teaching throughout the four semesters takes place partly in blocks and partly linearly. This is to ensure focused periods, but also consistent work on the master's project throughout the course of the program.

Course of study is as follows:

Semester	Master of Media Arts			
1st semester	**Introduction to Media Arts** 7,5 ECTS	**Storytelling and Concept Development** 7,5 ECTS	**Research Methods** 7,5 ECTS	**Master Project 1** 7,5 ECTS
2nd semester	**Art and Society** 7,5 ECTS	**Master Project 2** 7,5 ECTS	**Tools and Processes** 15 ECTS	
3rd semester	**Elective course/-s** 15 ECTS		**Master Project 3** 15 ECTS	
	Student exchange 30 ECTS			
4th semester	**Master Project 4** **22,5 ECTS**		**Dissemination Strategies** 7,5 ECTS	

Tabell 1: Course matrix

Mandatory courses	Elective courses

3.2 Courses

3.2.1   Field- and common courses

Courses	ECTS	Description
Introduction to Media Arts	7,5	In order to form a new culture, one needs to understand already existing cultures. This intro course will cover different aspects of the history of media arts and storytelling, with special attention to underrepresented groups and environmental agendas. We will investigate the impact different forms of expressions have on the user, user-journey and/or the audience. The course forms the basis for further work in multidisciplinary teams with a focus on finding or developing the right medium to reach the desired recipient/user.
Art and Society	7,5	Media art has the potential to create social change. This course looks at the history of media art with a focus on productions that have caused controversy and social change. There will be an emphasis on ethical reflection in media art in general and topics that concern sustainability, EDI (Equality, Diversity, Inclusion), representation, co-creation and accessibility. We will also look at art as activism.
Research Methods	7,5	This course illuminates and reflects on research methodology and the generation of new knowledge and discusses its role in society. Artistic research commonly develops new insights and knowledge through artistic practice and creative investigation. This course gives students an overview of the basic concept, methods, and practice of research broadly to help strengthen this aspect in their master's project. There will be a focus on writing as a foundation to develop the master's project and the reflection.
Dissemination Strategies	7,5	This course teaches methods for community building and crowdsourcing and discusses the dissemination strategies for the students' ongoing master projects. It covers how active use of digital networks can give access to resources that can strengthen the artist's career and entrepreneurship, productions and Intellectual Property Rights, or co-creation as part of artistic practice. One of the outcomes of the course is an outreach plan for the master projects, including a strategy for the public presentation of the work and communication of the reflection and results to peers and the general public.
Storytelling and Concept Development	7,5	New and known technologies all come with different sets of possibilities for storytelling and experiences. This course introduces creative development methods that merge storytelling potential, distribution, and technology as elements in the ideation process. It gives the students practical experience in iterative development and prototyping for all kinds of storytelling projects and concepts (linear/non-linear).
Tools and Processes	15	This course will explore innovative practices and technical skills related to the field of study and/or case studies, as well as the platform that will be used. Candidates will use different tools and

		techniques to test relevant theories and ideas to determine which will work best for their master's project. They will develop a digital prototype/pilot using the best practices and tools identified in the research phase and then test it by creating a minimal viable product (MVP) to ensure testing possibilities that can help meet the desired result.

Table 2. Field and common courses

3.2.2   Elective Courses

The third semester includes 15 ECTS as elective courses. Students can choose to enroll in a combination of two courses of 7,5 ECTS or take one 15 ECTS course. The full list of available electable courses will be published online in due before the deadline for enrollment. The elective courses listed below may be courses to change.

Courses	ECTS	Description
Exploring AI	7,5	Artificial intelligence (AI) is about machine learning, how computers can be used to handle tasks that would require human intelligence. It can be used for creating intelligent algorithms that can handle complex tasks that are not easily achievable by humans. This course will explore and test different methods in the use of AI for audio and visual content. Important questions will revolve around whether AI can be used in production to meet quality and efficiency requirements. We will also discuss ethical aspects of AI such as use and misuse and property rights.
Procedural Art	7,5	Computation is a powerful medium for art creation. This course is about using Procedural tools, specifically tools that allow the creation of computer graphics using a set of rules. Procedural techniques can be used in media in a variety of ways. They can help to create a more organic or natural feel to a piece of work or help to add a more personal touch. They can also be used to help create a more consistent and coherent visual style across a project.

Table 3. Elective courses from Master in Media Arts

3.2.3   Examples of Elective Courses from Other Programs at Kristiania

A selection of possible relevant elective courses from other master programs might require specific skill sets. All courses listed below are taught in English. A complete overview of alternative electives can be found on Kristiania University of Applied Sciences' website.

Courses	ECTS	Description
The Village *(From Master in Design)*	7,5	This course builds on a cross-disciplinary project where the main focus is on the creation of a positive effect in a local community. Practical work is central to the course's structure with the ability to carry out a project from concept development to the final result. During the course, the student, using their competence within their chosen professional study, will produce a real and possibly temporary project, such as a place for a social gathering, a service for the local community or a cultural event. Throughout the course, co-creation is used as a methodical approach.
Mobile Computing and Internet of Things *(From Master in Immersive Technologies)*	7.5	Students will gain in-depth knowledge of mobile computing and introduce the Internet of Things (IoT). Students will further acquire knowledge of theories/models of mobile and pervasive computing applications, technologies and common research paradigms in mobile and pervasive computing such as context awareness, computing in an environment with limited resources, sensor-based interaction, and smart-device management. They will acquire skills in application design, architecture and implementation. This course requires intermediate programming skills.
Consulting & Leadership *(From Master in Immersive Technologies)*	7.5	This course focuses on the soft skills in management of information systems. Students will gain advanced knowledge of theories on leadership, change agents, ethics and required skills within IT-consultancy. They will acquire specialized problem-solving skills, being able to master the personal and organizational techniques required to participate in a change process, practicing leadership and developing professional skills within consulting. They shall take responsibility to conduct a minor consulting project through an agreement plan and evaluation.
High-Tech/Low-Tech *(From Master in Design)*	7,5	Visual communication is produced and reproduced using technology. Technologies can be simple or advanced, old or new. The course develops the student's ability to use different technologies in creative ways in the development of relevant visual, tactile and/or expressions in materials, from artisanal to high-tech and in combinations of the two. The transformation of our lives and economy in recent times based on the three digital revolutions (data processing, communication and manufacturing) will be highlighted in the course.
Storytelling as a Strategic Tool *(From Executive Master of Management for the creative industries)*	15	In today's working life, most people have an increasing need to be able to motivate, engage and influence employees, partners, investors, customers and other stakeholders. An effective tool to achieve that is storytelling. Understanding and being able to apply storytelling has therefore become an important strategic tool for all types of managers, change agents, marketers and other professionals. This course differs from the field course "Storytelling and Concept Development" in that it focuses on storytelling as a strategic leadership tool.

Table 4. Elective courses from other master programs at Kristiania University of Applied Sciences

3.2.4   Master Project

The master's project is an independent collaborative project that students work on throughout the program, from the beginning of the first semester to the end of the course of study. The project teams are composed of candidates with different backgrounds, interests and areas of expertise. The composition of the group will reflect the type of project being developed. The master's project collaborative group can also include external contributors.

The program's course work requirements are intended to support the development of the master's project with relevant knowledge. The master's project can consist of a single project, or it can be composed of several smaller projects bound together by an overarching research question. In addition, each individual candidate delivers a separate reflection.

The development of each master's project is discussed and evaluated based on methodical approach, level of practical, technical, and artistic skills, as well as relevant theoretical references and the ability to link this to the project. The master's project reflection should offer a critical perspective on working methods, relevant theoretical and artistic references, effect and purpose of tools and processes, as well as ethical issues and other artistic choices.

Each student will be assigned a dedicated supervisor associated with the institution. In some cases, the student will also be able to make use of an external supervisor. The work on the master's project will be developed in close dialogue with supervisor, peers, and guests. The master's project should add new knowledge to the field. Upon submission, the master's project must have a dissemination plan adapted to the project's form and content.

The master's project is developed through four dedicated courses, one in each academic semester. The courses "Master Project 1" and "Master Project 2" (in the first and second semesters) emphasize the development of the project from the idea stage to pre-production. It is intended that the two first semesters provide enough space for interdisciplinary teams to test, try, fail, and try again. The projects will be greenlighted before the candidates continue their development in "Master Project 3" in the third semester and finalizes it in "Master Project 4" the fourth semester. Throughout the four semesters, project teams will share and present projects in progress both at school and other relevant public arenas and external forums. The master's project culminates with a public presentation in a relevant context.

Courses	ECTS	Description
Master Project 1	7.5	Master Project 1 is a preproduction course for the master project. Students will prepare a description, pitch their ideas and initiate the development of their master project. The description shall describe the project's main idea, artistic intention, and suggest choices concerning technology, methodology, as well as theoretical and historical connections. There will also be workshops on self-guidance collective thinking and teamworking methods, and strategies for giving and receiving feedback in creative processes.
Master Project 2	7,5	This course builds on Master Project 1. Students will be experimenting and testing according to plans made, evaluate, and reiterate based on self-developed feedback and testing strategies. Emphasis in this course will also be on project management, development of practical solutions and proof of concept. At this point in the master project development, students are encouraged to test, dare, and experiment through feedback sessions, group critiques, team- and self-evaluation. In this course, students also share and discuss the beginning development of the reflection.
Master Project 3	15	This course is building further on Master Project 1-2. Students continue to work on their project and further develop the key aspects in close dialogue with supervisors, guests, and peers. Work on reflection is equally shared and discussed. In addition, students will be sharing their projects with external feedback groups such as companies, professionals, or students from other programs, to get feedback from, and practice, sharing in an unfamiliar environment.
Master Project 4	22.5	This course is building further on Master Project 1-3. Students start on the fourth and final phase of their master's project. Emphasis is placed on presentation and dissemination techniques, and students present and develop each other through feedback sessions and peer review of each other's artwork and reflections. This course also offers workshops and discussions on financing, funds, co-producers, and networking. The course ends with the final submission of the master's project.

Table 5. Master Project courses

4. Teaching and Assessment Forms

4.1 Pedagogical platform and implementation of teaching

The teaching methods in this program are based on artistic research and experienced-based knowledge and are carried out in close interaction with the professional development at the School of Arts, Design and Media. The program is designed so that the sum of course work, teamwork, and independent work will lead the students towards the intended learning outcome described in chapter 2. of this program description. The pedagogical forms consist of

a combination of teacher-led activity, supervision, interdisciplinary teamwork, and independent study.

Emphasis is placed on students' active participation through group discussions, peer feedback, student-initiated projects, supportive dialog, co-creation, and individual reflection. Advanced teambuilding strategies, including structured feedback methods and self-assessment processes brings the collaborative groups together with new perspectives and insights. The goal is to strengthen critical thinking and provide the ability to develop an independent voice within a group setting.

The program may use any of the following learning method or a combination of these:

Lectures: Lectures are used to ensure a thorough introduction of relevant theories and methods as an important part of the learning outcome. The teaching method aims to be based on dialogue and discussion to the greatest extent possible. The aim is to promote a holistic understanding of theories and the scientific, technological and/or artistic basis for the course. Guest lecturers from the field of practice will be invited where relevant. The purpose is to strengthen the ability to apply new knowledge into the field of media art and storytelling.

Workshops and seminars: Workshops and seminars are a combination of teacher-led activities with a large degree of student participation. As in lectures, the teaching method aims to be based on dialogue and discussion to the greatest extent possible. There is also a significant focus on collaborative and interdisciplinary work and learning.

Project work in groups and/or individually: In most courses, students will be given project tasks of a theoretical and/or practical nature. There will be an extensive focus on interdisciplinary teamwork. Practical work will include production and lab work. In some cases, the project work will be delivered as part of the basis for the assessment in the course. In other cases, the work will be presented and discussed in plenary.

Supervision and mentoring: Supervision will be given individually and in groups. There may be mentoring per individual group or with several other groups present. In this form of teaching, the students' ability to contribute to academic dialogue and peer assessment is practiced. The students also get the opportunity to absorb feedback from other students' and groups` work and thoughts.

Presentation: Presentations can be held during or towards the end of a course. During a course, the work, or part of the work, is often presented in an unfinished state. In this context, the work and the process behind it become the subject of a critical discussion with fellow students and/or supervisor where the quality of the project thus far as well as the potential for further development are discussed. Presentations that are held towards the end of a course can to a greater extent have the purpose of arguing for and reflecting on how and if the end product has fulfilled its intention.

Self-study, individually and/or in groups: In general, considerable personal effort is expected from the student. In some of the courses, intensive teaching is planned for periods, with longer periods of time between the teaching sessions to be used to carry out assignments and independent work to be presented in plenary. Self-study is also defined as preparation for lectures, seminars, guidance, and group work. Students must also be expected to spend time reading, reviewing research articles, the syllabus and other relevant literature or artistic works. Reading the curriculum within this course area can also involve exploring and playing video games, watching films and content on other media platforms, art exhibitions, listening to music, podcasts and more.

For students who need guidance beyond scheduled teaching, the college has available course resources, including administrative staff, librarians, digital learning resources and student tutors. These can be contacted by the individual student if necessary.

In addition to literature and help with literature search, the library also offers varied training in academic writing.

During the program, course-specific events may occur, where guest lecturers, external organizations and other contributors can participate. The projects can be managed by the course coordinator and/or students and supported by administrative resources.

4.2 Forms of assessment.

The program uses a variety of assessment forms, both during and after the course has been completed.

Formative assessment takes place during the different courses and continuously throughout the program. The purpose is to give the students feedback on the work done, so that they can develop it further. The feedback is given by both teacher/supervisor (assessment for learning) and fellow students (assessment as and for learning). Formative assessment can be carried out in different situations and take several different forms, the most common of which is teacher and peer guidance and supervision. Peer assessment is also frequently used, as it contributes to learning for both the person carrying out the assessment and the person receiving it.

Summative assessment is an assessment of learning and is about the extent to which the students have acquired the knowledge, skills and general competence defined in the course´s learning outcome descriptions. The submitted or presented work is assessed through a censor, and the result of the assessment will appear on the diploma. The examination forms at Kristiania University of Applied Sciences are defined by the examination office.

The most important forms of examination that students face in this program are:

- Written examination

- Oral examination
- Master project

In addition, compulsory activities are defined for certain exams. Work requirements can consist of one or more activities. Details and information about the work requirements will be provided by the person with course responsibility, and will typically consist of projects such as production, prototyping, written assignments and presentations. Work requirements are made within the course´s duration.

Compulsory attendance is required for certain courses. This is to secure the students learning outcome in collaborative interdisciplinary work. If participation falls below the requirement stated in the course description, the attendance will be assessed as "Not approved", and the student will not be allowed to sit for the exam.

Further information on assessment forms can be found in the individual course descriptions. Further provisions on assessment and examinations are laid down in the Regulations on admissions, studies, degrees and examinations at Kristiania University of Applied Sciences.

4.3 Quality of Studies

Kristiania University of Applied Sciences has systems to ensure and further develop the quality of all parts of education. The students are important contributors to this work through, among other things, participating in course evaluations and learning environment surveys. All study programs have their elected student representative in the Trustee Committee (TU). This committee is an important link between the students and the school management. All study programs are included in periodic program evaluations approximately every 5 years. Where there is a need to make adjustments to courses, this is followed up in advance of each implementation (annually).

5. Internationalization and international student exchange

The course has schemes for internationalization and international student exchanges, according to the Regulations on the Supervision and Control of the Quality of Norwegian Higher Education (Studietilsynsforskriften) of February 2017 (§ 2-2, sections 7 and 8)

The schemes for internationalization are adapted to the level, scope, and uniqueness of the course. The content of schemes for international student exchanges is academically relevant.

5.1   Internationalization

Internationalization means collective efforts regarding international activities. The internationalization efforts at Westerdals Department of Film and Media include research collaborations, staff- and student exchange, participation in international conferences, publications, competitions, displays, etc. The students are actively involved in our international network and its activities at Kristiania University of Applied Sciences, enabling them to gain valuable insights and experiences. Scientific staff is given options for participating in their international networks to keep their knowledge up to date, gain valuable experiences and share and learn new pedagogical techniques.

The program is taught in English, thereby facilitating incoming exchange students. The study is set in an international context and exposes the students to a varied perspective in the field of media art. This is achieved through extensive use of international literature and examples in teaching, as well as the fact that students are expected to orientate themselves internationally when searching for source material for their own projects.

5.2   International student exchange

Regarding schemes for international student exchanges, the university college offers the following mobility programs:
   - Nordplus in the Nordic and Baltic countries
   - ERASMUS+ in Europa
   - 'Study Abroad', for students within and outside Europe

Kristiania University of Applied Sciences has agreements on student exchanges and academic relevance secured by the academic field of study. Exchange courses from partners are approved by academic supervisors, for admission to the program, with an equivalent of 30 ECTS.

For nominations for student exchange, requirements are set for grades and motivation applications. For some study programs, there are requirements for documentation of creative work/portfolios.

For students accepted to the Master in Media Art, exchange is possible during the third semester. During this exchange, students will be able to take 30 ECTS from the catalog of relevant courses from the university to which they exchange. These courses replace elective courses and Master project 3. The student in exchange will be able to reflect upon their master project through the courses they have access to during the exchange.

For outgoing students, Kristiania University of Applied Sciences, has established student exchange agreements with the following institutions:

- Tampere University of Applied Sciences, Finland: Media and Arts
- Aalto University
- University of Hertfordshire, Hatfield: 3D Games Art and Design, 3D, Visual Effects for Film and Television
- Høyskolen i Skövde
- Solent University, Southampton, UK
- Deakin University, Geelong, Australia

Changes to approved universities may occur. Information about possible exchange stays for the relevant year is therefore published online and on the learning platform.