Kristiania

Program description

Master of Science in Digital Entrepreneurship

120 credits

2023-2025

Content

1.   Introduction

The focus of this master program lies at the intersection of entrepreneurship and digital technologies. This master program is relevant for the persons with a bachelor's degree who wish to start or have started a digital business within the areas of their bachelor's specialization and want to obtain knowledge and skills about entrepreneurship, innovation, and business administration.

A digital startup can be defined as a young firm in which digital technologies (e.g., mobile computing, cloud computing, social media, 3D printing, data analytics, the Internet of things, and platforms) enable at least one component of a business model in a vital way. For example, digital technology may be implicit in the firm's main product or service or in the way the firm delivers its value proposition and manages its customer and partner relationships. This is typically achieved through the use of digital artifacts (digital components, applications, or media content with specific functionality), digital platforms (shared sets of services and architecture that host complementary offerings), and digital infrastructure (digital tools and systems supporting firms' operations).

Digital businesses are increasingly changing markets, and many of the world's largest, most valuable, and most influential companies, such as Google, Facebook, Microsoft, Amazon, Alibaba, Dropbox, Uber, AirBNB, actually began as digital startups. The integration of digital technologies into entrepreneurial processes and outcomes requires unique knowledge, skills, and competences from new venture teams, which makes digital entrepreneurship one of the fastest growing fields of business studies (e.g., Kraus et al. 2019; Nambisan 2017; Sahut et al. 2021; Steininger 2018; Zaheer et al. 2019). This field encompasses two research areas:
1. How digitalization influences and transforms the entrepreneurship process, and
2. How entrepreneurship takes place in the digital context.

The major topics within these areas include digital business models, the digital entrepreneurship process and the creation of digital start-ups, digital platforms, and entrepreneurial digital ecosystems (Sahut et al. 2021). Master of Science (MSc) in Digital Entrepreneurship at Kristiania University College covers key perspectives, theories, and tools addressing these topics through multiple courses. Examples include courses on digital innovation, digital business models, digital marketing, entrepreneurial finance, ethics and sustainability, and corporate entrepreneurship.

During their studies, students work in cross-functional teams to develop their business ideas and business models and establish own digital enterprises (under the umbrella of Ungt Entreprenørskap). Moreover, students taking MSc in Digital Entrepreneurship have joint courses with students on other master programs, notably Master in Information Science and Master in Marketing Management, which creates opportunity to establish contacts and

eventually attract peers from different areas of study into the startups. To develop a minimum viable product for their startup firms, the master students also engage in project work with students taking a bachelor's degree in technology. Specialization courses provide knowledge and room for experimentation within own startups, and successful teams have an opportunity to re-register their student enterprises as usual firms.

The program is characterized by a creative and inspiring learning environment, as students are united by their entrepreneurial spirit and desire to succeed with their enterprises, while the diversity of their backgrounds stimulates divergent thinking, exchange of various ideas and knowledge, and an easier cultivation of a multi-stakeholder perspective. In turn, the experienced academic staff at Kristiania University College actively builds and supports a safe, inclusive space for knowledge exchange.

Career opportunities

When designing their firm's offerings, the students get a chance to directly apply and deepen the knowledge that they had acquired during their bachelor studies. At the same time, the students obtain advanced knowledge, skills, and competences necessary for starting and developing a sustainable digital business. The combination of a hands-on experience and an opportunity to graduate with an operating digital business in addition to the master diploma is the unique element of this program. Other career opportunities include working as business developer, innovation consultant, change agent, chief innovation officer, and chief marketing officer. For students interested in an academic career, the program provides an opportunity to pursue PhD in applied information technology, communication and leadership, innovation, entrepreneurship, strategy, and management.

1.1.Admission requirements

Kristiania University College has established FOR-2018-06-01-813 Regulations on admissions, studies, degrees, and examinations at Kristiania University College (in particular, Section 2-3). The regulations and guidelines are authorized in LOV 2005- 04-01-15 Act on universities and colleges, FOR-12-01-1392 Regulations on requirements for the master's degree, and FOR-2007-01-31-173 Regulations on admission to higher education.

For admission to the program, it is required that the applicant has a bachelor's degree, cand.mag. degree or an equivalent degree of at least 180 ECTS, minimum 80 ECTS of which should be within one of the following specialization areas: social sciences, natural sciences, humanities, health sciences, technology and engineering, or arts, design, and media.

Foreign applicants must also document knowledge of Norwegian and English described in regulations on admission to higher education § 2-2 Foreign education.

To be qualified, applicants should have a minimum average grade of C or higher on the ECTS-scale (C equals minimum 2,7). Relevant practice can, in some cases, be considered if the minimum average grade is not fulfilled.

2.   Learning outcomes

All study programs at Kristiania University College have adopted overarching learning outcomes that each student is expected to have achieved having completed the course. The learning outcomes describe what the student is expected to be able to do as a result of the learning acquired throughout the course. The academic outcome is divided into three categories: knowledge, skills, and general competence.

The overall learning outcomes for the master program correspond to the Norwegian qualifications framework and are at the level 7 (master).

Knowledge
The candidate…
- has advanced theoretical and practical knowledge about digital entrepreneurship and a deep understanding of the digital entrepreneurship's role in the economy and society
- has a broad knowledge about the development of entrepreneurship and digital entrepreneurship as academic disciplines, including key perspectives, theories, and tools
- has a thorough knowledge about individual, organizational, and social factors influencing the process and outcomes of digital entrepreneurship
- has a thorough knowledge about relational and ethical aspects of creating and growing a digital business
- has a good understanding of scientific methods and their applicability in the context of digital entrepreneurship

Skills
The candidate…
- can start and manage a digital new venture in an effective, efficient, and sustainable way
- can identify entrepreneurial opportunities in situations characterized by risks and uncertainty and act upon them in an ethical and responsible manner
- can proficiently create and develop business ideas and strategies, clearly communicate them, and get support for their implementation
- can build relationships with various stakeholders (e.g., team members, customers, investors, policy makers, society) and actively involve them in the entrepreneurial process
- can use critical thinking and scholarly methods to analyze and solve various issues emerging in the process of digital entrepreneurship

General competence
The candidate…

- can reflect upon relevant academic, professional, and ethical problems and collect and analyze relevant data
- can professionally communicate about relevant issues both orally and in writing
- can contribute to new thinking and innovation processes through open dialogue, constructive criticism, and reflection
- can develop projects in teams and manage teamwork in a sustainable, inclusive, and responsible manner
- can contribute to positive and effective organizational processes and workplace relationships

3. Structure and content

The program is run over two years (full-time), which counts a total of 120 credits. The first two semesters offer five specialization courses, in addition to three courses shared with other master programs at the School of Economics, Innovation, and Technology, and several elective courses. In the third semester, the students can choose between taking elective courses at Kristiania University College or at a partner institution abroad (student exchange). The last semester focuses on the Master Thesis.

Program structure – Master in Digital Entrepreneurship				
1. sem. (fall)	Innovation - concepts and perspectives 7,5 ECTS	Digital strategy 7,5 ECTS	Entrepreneurial finance 7,5 ECTS	Ethics, sustainability, and society 7,5 ECTS
2. sem. (spring)	Digital marketing and analysis 7,5 ECTS	Corporate entrepreneurship 7,5 ECTS	Research methods 7,5 ECTS	Proposal development 7,5 ECTS
3. sem. (fall)	Business development (15 ECTS) + elective courses (15 ECTS specialization in a closely related discipline, or a combination of closely related disciplines)			
	Alternatively: Student exchange (30 ECTS, of which 7,5 ECTS are within entrepreneurship and 7,5 ECTS are within either entrepreneurship or innovation)			
4. sem. (spring)	Master Thesis 30 ECTS			

Course matrix
  The courses are thought as modules, meaning that the students usually will complete one module before starting the next.

Compulsory course	Elective courses

3.1 Academic progression

The program is designed to equip students with knowledge, skills, and competences that are needed for digital entrepreneurship *and* to enable them to launch and progressively develop their digital new ventures through coursework. In the first semester, the specialization course "Innovation – concepts and perspectives" provides a general insight into theoretical and practical aspects of information technology (IT)-supported innovation, which is necessary to develop an innovative idea for a digital startup. Building further on their innovative ideas, students have to thoroughly reflect upon strategic aspects of their new venture and design its business model during the specialization course "Digital strategy". At the end of the course, students have to register their startup as a student firm (studentbedrift) under the auspices of *Ungt Entreprenørskap* (https://www.ue.no/program/studentbedrift) either alone (or team members outside the program) or with fellow students. Student firms are registered in Brønnøysundregistrene as a separate legal entity and give a hands-on, real-life experience with operating a business. The revenue limit is 140.000 NOK and they have to be either discontinued after 12 months or be re-registered as a usual firm. Students also get supporting information on all business steps through a specific student portal. Moreover, they will be connected to *Loftet* (student incubator facility), which will facilitate further knowledge sharing.

As these strategic choices create the basis for attracting investments, students then learn about funding opportunities the specialization course "Entrepreneurial finance" and have to organize an actual crowdfunding campaign to attract funds for their startups. The last course in the first semester is the common course "Ethics, sustainability, and society", which allows students to take a holistic view on their emerging business and reflect on its ethical and sustainability aspects, notably from the perspectives of various stakeholders the individual level (IT developers, innovators, customers, investors), the organizational level (commercial, public, and non-governmental organizations), and the societal level (local and regional communities, nations, international society).

The second semester builds on the work done earlier and encourages the further development of students' digital new ventures. It starts with the course "Digital marketing and analysis", where students learn about specifics of digital marketing and its various tools and techniques that they have to directly apply to plan, implement, and evaluate the digital marketing campaign for their new venture. In the next course, "Corporate entrepreneurship", students learn how to advocate entrepreneurial ideas, effectively lead entrepreneurial teams, and build an entrepreneurial organization. At this point, students have a necessary knowledge foundation and, a functioning firm that they can grow and experiment with in the next phases.

Importantly, the second semester of the master program calendrically coincides with the sixth semester of bachelor in Data Science whose bachelor theses require the execution of an IT-

project in an established firm (BAO302). The students taking MSc in Digital Entrepreneurship will have an opportunity to present their digital new ventures to these bachelor students and attract them to work in the entrepreneurial teams as a part of bachelor thesis. This can allow master students to not only develop the technical aspects of their businesses but also apply skills learned through the specialization courses (e.g. advocacy of ideas, entrepreneurial leadership) and learn in practice about IT-professionals' work as well as the possibilities and limitations of IT. In turn, bachelor students will have an opportunity to work with an engaged entrepreneurial team as peers and not as mere apprentices (and, in case of success, possibly continue to work with the team after finishing bachelor studies).

In the next course, "Research methods", master students learn the basics of the philosophy of science, research ethics, and various scientific methods that both prepares them to working on a master thesis and equips them with the scientific approach to experimenting with their digital new ventures. The last course in the second "Proposal development" where students combine their knowledge of digital entrepreneurship and research methods to design a proposal for a scientific investigation of a phenomenon of interest in the context of their enterprises. The second semester ends with a large event where students get an opportunity to meet investors and present their new ventures.

During the third semester, students have several alternatives for personalizing own learning and deepen their knowledge within digital entrepreneurship and other related disciplines, either at Kristiania University College or through student exchange. For students who choose to spend the third semester at Kristiania University College, there is a selection of courses covering relevant subject areas within innovation management and information technology (30 ECTS in total). One of the courses, "Business development" (15 ECTS) is a recommended elective course and is essentially an analogue of internship but in own enterprise. In addition to requiring from students to actively apply their knowledge from the program's first year and reflect on the process, this course allows them to collect data for their master thesis based on the developed research proposals. In particular, data from experiments (aka A/B testing), interviews, and big data are highly encouraged.

The fourth (last) semester is dedicated to writing the master thesis. As the master program starts to prepare students for this work already in the second semester, students have ample time to reflect upon the research questions and collect relevant data, which creates a necessary basis for succeeding with the theses. In addition to providing earlier feedback on research ideas (in the second and third semester), the academic staff at Kristiania University College supervises the work on master theses during the fourth semester.

In its totality, the program provides students with advanced academic knowledge about digital entrepreneurship and allows them to develop associated skills and competence in practice. Given that students have diverse backgrounds, a considerable attention is given to creating a common knowledge ground within entrepreneurship and scientific methodology, at the same time facilitating mutual support and knowledge sharing in teams as well as peer learning.

Courses	Credits	Description
Innovation - concepts and perspectives	7,5	The course aims at providing insight into theoretical and practical aspects of innovation. Students will gain advanced knowledge of key concepts and theories of IT-supported innovation. They will acquire specialized problem-solving skills, being able to analyze innovation cases using different models. They shall take responsibility to conduct a review of the current state-of-the-art in innovation theory. Central topics includes innovation theories and concepts, digital innovation, service innovation and innovation in organizations.
Digital strategy	7,5	In this course, students learn about theoretical and practical aspects of creating and implementing a digital strategy as well as designing a digital business model. The course covers such topics as digitalization and its influence on market competition and firms' strategies; digital platforms and ecosystems; and digital business model innovation. Importantly, students get a hands-on experience of designing a digital business model for their digital new ventures.
Entrepreneurial finance	7,5	This course provides students with advanced knowledge, skills, and competences related to the process of making financial decisions and acquiring capital for a digital new venture. The key topics include 1) financial planning and management (the fundamentals of income statements, balance sheets, investment analysis, etc.) and 2) sources of financial capital with a special focus on fundraising and attracting partners and investors (crowdfunding, venture capital, angel capital, etc.). As a part of the coursework, students have to organize a crowdfunding campaign for their digital new ventures.
Ethics, sustainability, and society	7,5	The main aim of this course is to provide students with the fundamental knowledge of ethics and sustainability necessary for responsible innovation and the development of new information technologies (IT) in the modern society. The central topics include the role of ethics in responsible innovation and IT development; social, economic, and environmental impacts of innovations and new ITs; and how IT development and innovation can contribute to achieving the UN Sustainable Development Goals. In covering ethical and sustainability issues, the course addresses the perspectives of various stakeholders at the individual level (IT developers, innovators, consumers, investors), the organizational level (commercial, public, and non-governmental organizations), and the societal level (local and regional communities, nations, international society). Group work on possible solutions to real-life ethical and sustainability challenges constitutes an essential part of the course.
Digital marketing and analysis	7,5	In this course, students develop a deep understanding about the role of digitalization in business operations and marketing. Students learn about various tools and techniques for digital marketing and develop skills to independently plan, implement, and evaluate digital marketing campaigns. The central topics in the course include: • Digital consumer behavior • Digitalization • Web-analysis • SEO (search engine optimization) • Digital advertising • Social media marketing • Content marketing
Corporate entrepreneurship	7,5	Large companies dominate in most developed markets, and they are the strongest recruiter of business students. Yet, many of those employees who are eager to implement their new ideas may discover that enthusiasm alone is of little help in a well-established organization. Others may find themselves unknowledgeable and uncomfortable in

Courses	Credits	Description

		dealing with entrepreneurial colleagues. After all, neither the creation of new business within existing firms nor the transformation of organizations through innovation is an easy task.
		The Corporate Entrepreneurship course specifically focuses on the organizational context of innovation. It provides an in-depth understanding and firsthand experience of product- and service innovation and innovation management in a broader organizational setting.
		The course's main objective is to learn how to be a corporate entrepreneur and how to deal with corporate entrepreneurs. To achieve this objective, the course combines recent research advancements within strategy, leadership, psychology, and marketing with practical perspectives on innovation and entrepreneurship in established companies.
		General themes of the course:
		• How to be a corporate entrepreneur:
		  o Innovating/venturing within established firms; strategic renewal;
		  o Overcoming resistance to change; advocacy of ideas
		• How to deal with corporate entrepreneurs:
		  o Leading creative and entrepreneurial employees in an inclusive and ethical way;
		  o Building an entrepreneurial and socially responsible organization

Research methods	7,5	This course is intended as an introduction to research methodology and the research process. This introduction gives the students an overview of the basic concept, methods, and practice of research. Research is a cyclical process where new and carefully planned investigations build and extend on established work. The aim is to provide students with a fundamental understanding of research as a conceptual, empirical, and practical approach to gathering new insight and knowledge. The content provides a broad overview of how researchers work within the fields of economy, innovation, and technology. It presents students with relevant methods from these domains, along with their possibilities and limitations. Students will learn a systematic approach to empirical investigation, including literature search, research design and methodology, qualitative and quantitative analyses, and the presentation and evaluation of results. At completion of the course, students will be able to study and interpret existing research on a topic and suggest approaches to broaden or deepen knowledge within a given topic.
Proposal development	7,5	The overall objective of this course is to help students conceptualize and prepare a timely and relevant research proposal, and to nurture a sense of inquisitiveness and active participation in research. The course aims at offering insight into the process behind a successful research project. It has an applied approach that involves collaborative and reciprocal partnerships between the university (faculty, staff, and/or students) and external communities for the mutually beneficial exchange of knowledge and resources. The research proposal forms the basis for the master thesis and the allocation of supervisor(s).

Table 2. Mandatory courses

3.2 Elective courses

The elective course "Business development" is a recommended specialization course
for students who choose to spend the third semester at Kristiania University college.
The selection of other courses can vary from year to year and includes courses offered
in English or Norwegian. The courses are presented and published in advance
together with the deadline for enrolment in individual elective subjects.

Courses	Credits	Description
Business development	15	This course gives students the opportunity to apply theoretical knowledge to own businesses. The students focus on growing their digital new ventures by using theories, methods, and tools from the major fields of digital entrepreneurship. While developing their businesses, students must reflect on the possibilities and limitations of applying theoretical knowledge in practical situations, on the influence of contextual factors on the application of theoretical knowledge, and on how practical experience can help better understand theories. An important part of the academic follow-up are the four academic days - the "Kristiania days" - with lectures, reflections in student groups, and the supervision of the term paper. The term paper, collected data, and the log kept during the entire course, can be used in the further work on the master's thesis. *NB: The course shares common activities with FTP5100 Fra teori til praksis*
Courses from Master in Innovation Management		
Growth Hacking	7,5	Startups and innovation projects face a real challenge in moving from ideation into implementation. What they need is traction - real customer growth. This course is about how to get this traction from the first very important customers for a new product or new service and how to retain and develop customers by nurturing long-term, omni-channel relationships with them. By systematically applying innovative concepts and frameworks for a company's go-to-market strategy, students will learn how to use data and experimentation to improve the chances of getting real customer growth at speed. The course will cover the key points of difference in the world of start-ups, specifically the need to approach the process from a Lean perspective, where speed to market is emphasized through a process of testing and validation. Students will learn how to bring core strategic process together with design thinking methodologies to build insights into market opportunities and to assess customer segments. Additionally, the course will cover all the key elements in a go-to-market strategy from the use of data to guide decision-making, distribution channels and the use of partnerships, and marketing and sales strategies and practice.
Design thinking in practice	7,5	Design Thinking is a human centric approach to business that emphasises empathy, creative thinking, and experimentation. Of course, Design Thinking, cannot happen in a vacuum. Organizations that practice Design Thinking must ensure that the problems that are identified and the ideas that are developed through the process are relevant and implementable. This course will provide you with the necessary vocabulary, knowledge, and skills to understand the implication of Design Thinking as a mindset, method and set of tools that can be of use to manage and implement innovation.

		The course will combine theory and practice and will feature cases from start-ups, businesses, and public sector organisations. The cases will enable the student to understand the challenges of applying Design Thinking for innovation in various contexts and the means to overcome barriers. The students will undertake a project throughout the course that will involve working together on a real innovation challenge to learn the tools and methods. Pausing and reflecting on the learnings will ensure a holistic learning experience.
Innovasjonsledelse	7,5	Vi har de siste tiårene sett et stadig økt fokus på innovasjon og ledelse av innovasjon, både i det private næringsliv og offentlig sektor. Til tross for at aktører har blitt mer bevist på temaet, ser man fortsatt at flertallet av innovasjonsprosjektene mislykkes og at en slik satsing er forbundet med høy risiko. Emnet gir studentene en grunnleggende introduksjon i sentrale begreper og perspektiver innen innovasjonsteori. Videre fokuserer man på sentrale modeller og perspektiver på ledelse av innovasjonsprosesser. Faktorer som påvirker innovasjon og innovasjonsprosessen i en organisasjon vil bli vektlagt. Det legges opp til en aktiv læringsprosess i kurset, der studentene anvender teori på relevante praktiske problemstillinger i reelle bedrifter.
Produkt og tjenesteinnovasjon	7,5	I overgangsperioden fra den industrielle til den digitale tid, har innovasjonspraksis gradvis utvidet seg fra å handle om produkter til å omfatte tjenester, opplevelser, forretningsmodeller og tjenesteøkosystemer. Dessuten har forventinger til at innovasjon bidrar til å løse viktige samfunnsproblemer (som klimautfordringer, fattigdom og aldring) økt. Alt dette har ført til et mangfold av syn på hvem innoverer hva, hvordan og hvorfor. Dette kurset gir en grunnleggende oversikt over utviklingen i innovasjon som fag og praksis med fokus på likheter og forskjeller mellom de viktigste innovasjonsperspektivene. Dette emnet består av tre deler. Den første delen er sentrert rundt begrepene «produkt», «produktutvikling» og «produktinnovasjon», den andre delen dekker tjenester, tjenesteutvikling og tjenesteinnovasjon. I emnets siste del ser vi på utfordringer knyttet til den tradisjonelle inndelingen mellom produkter og tjenester og diskuterer nyere perspektiver på hva markedstilbudet er og hvordan det innoveres (for eksempel, kundeopplevelser og design).
Courses from Master in Human-Computer Interaction, Master in Applied Computer Sciences, and Master of Science in Information Systems		
Emerging Technologies		The student will during a lecture series, study, read, digest and process academic literature in an advanced area not offered by other existing courses. The course explores the current and potential future impacts of new, emerging, and rapidly evolving technologies in human-computer interaction and computer science. Students will gain insights into these technologies and how society, organizations and people are coping (or not) with the resulting disruption. The student will demonstrate their mastery of the material by a combination of oral discussions with the faculty members and co-students; exercises set by the faculty member accompanying the readings; and a written summary synthesizing the material that the student learned. Overall the student will gain a broader and deeper perspective of the emerging areas in the fields.
Introduction to Data Mining and Applied Statistics	7,5	The course will focus on strengthening the theoretical principles of statistics with a focus on practical applications in business settings. The students will also gain experience working with data cleansing, use descriptive statistics to explore data, build simple statistical models, and learn techniques of communicating the results. Topics include but are not limited to: data transformations, descriptive statistics reporting, Central Limit Theorem, Elements of a statistical test, Type I and Type II errors, p-value, correlation, and dimensionality reduction. The course

		will also introduce a portfolio of basic data mining techniques necessary for extraction, transformation, cleansing and/or manipulation, analysis of data and communication of statistical results. The course will prepare the students for advanced data analytics courses.
Advanced Visual Analytics	7,5	Data and visual analytics are an evolving field concerned with analyzing, modeling, and visualizing complex high-dimensional data. This course will introduce students to the data visualization domain by covering state-of-the-art modeling, analysis and advanced visualization techniques. It will emphasize practical challenges involving complex real-world data and include real-world case studies and hands-on work with several leading visual analytics tools and programming languages. Students will gain advanced knowledge of the art of decision-making, as well as acquire specialized problem-solving skills and deliver value to organizations through the development of advanced visualizations.
Interaction Design Studio	7,5	This module focuses on advanced topics in interaction design, exploring the various interfaces through which humans interact, and the characteristics of how human interaction is perceived as intuitive. The course will explore the sequential character of user experience based on the fields of Service Design and Design Thinking. The student will gain knowledge in the process from gathering user requirements, to design and implementation through lab-oriented development-methods.
Social Media Management	7,5	This course will provide the students with knowledge and skills on strategic adoption and use of social media for business purposes. Students will gain knowledge in social media concepts and theories, technologies, and ethical issues. They will also acquire practical skills in design, implementation and evaluation of a social media strategy in an organization.
Courses from Master i strategisk HR, Master i ledelse, and Erfaringsbasert master i praktisk lederskap		
HRM and Organizational Behavior	7,5	Human Resource Management (HRM) is the term used to describe formal systems devised for the management of people within an organization. This course is intended to address how organizations can use HRM practices to get things done via the facilitation of a highly motivated and committed workforce. The course will expose the participants to HRM practices such as the selection, training and development, as well as performance management practices including the compensation of employees.The purpose is not to get into judicial or technical details of HRM - be it the use of selection tests or the specifics of compensation laws. Instead, the course aims to present to the participants the intersection between HRM and micro research on employees' motivation, attitudes, behavior and performance (in particular from the related field of organizational behavior).
Individets psykologi	7,5	Kurset vil ta for seg betydningen av individuelle forskjeller innen: - Personlighet - Intelligens - Motiver - Interesser - Ferdigheter - Viljestyrke - Stress - Hormoner
Kunnskapsledelse	7,5	Emnet skal ta for seg sentrale teorier og problemstillinger innenfor kunnskapsledelse og organisasjonslæring. Sentralt er ledelse for utvikling av en sterk læringskultur som ivaretar kunnskapsutvikling, endring og innovasjoner i organisasjoner. Emnet inkluderer derfor temaer som ledelse for kompetanse og kompetent ledelse, kompetanse som taus og eksplisitt, kompetansemobilisering, mellomledelse, strategisk kompetanseledelse og HR, organisering og digitalisering.

		Emnets mål er å gi studentene inngående kunnskap i relevant teori for faget, og praksis, som beskriver hvordan bedrifter kan jobbe for å optimalisere egen organisering og drift, ved hjelp av kunnskapsledelse.
Lederutvikling	7,5	Emnet skal gi studenten en innføring i lederutvikling i teori og praksis, samt gi kjennskap til både 'mainstream'- og kritiske perspektiver på (ledelse og) lederutvikling. Emnet vil ta for seg populære former for lederutvikling slik som coaching, 360 tilbakemelding/lederevaluering, verdikartlegging, identitetsarbeid (identity work), on the job training, kompetansetrening (i aktiv lytting og coaching) og teoriopplæring (i bla transformasjonsledelse og autentisk ledelse), og samtidig utforske utfordringer forbundet med disse utbredte tilnærmingene til lederutvikling. Det overordnede formålet med emnet er å utvikle en refleksiv holdning til lederutvikling, der studenten blir bevisst hvilke antagelser som ligger til grunn for teoriene som lederutvikling hviler på, og hvilke konsekvenser disse antagelsene kan få for organisasjoner og enkeltindivider når lederutvikling tas i bruk.
Markedsstrategi	7,5	Temaer i emnet: • Hva er et marked? Hva er strategi? • Segmentering, kundeverdi og posisjonering • Markedsføring og verdiskapning • Samarbeid og markedsdynamikk • Vekststrategier (salgsvekst, lansering av nye produkter og utvikling av produktportefølje) • Utvikling og implementering av markedsstrategi • Markedskanaler - funksjon og kanalstrategier • Kanalkonflikter (transaksjonskostnadsøkonomi, tillit, makt- og agentteori) • Praktisk arbeid med markedsstrategi (markedsplan, simuleringsspillet MarkStrat)
Selvledelse	7,5	Dette emnet har fokus på hvordan bevisst påvirke seg selv og sitt samspill med andre. En grunnleggende antakelse er at det å lede seg selv er det viktigste lederansvaret et menneske kan inneha, siden ingen andre kan overta dette ansvaret. Rent praktisk handler det blant annet om å regulere egen energi, tanker, følelser og atferd for å styrke seg selv og sin kapasitet. Hvordan dette kan gjøres, blir sentralt fokus i kurset. Et styrkeperspektiv på selvledelse innebærer å oppdage hvor man har naturlige talenter, spesielle forutsetninger og/eller foretrukne arbeidsmåter, og utvikle disse videre. Gjennom selvobservasjon, tilbakemeldinger fra andre, tester eller andre kartlegginger kan den enkelte få innblikk i egne styrker og svakheter og lage en plan for egen konstruktive og bærekraftige utvikling. I en organisatorisk kontekst innebærer implementering av selvledelse at medarbeidere selv håndterer mange av de påvirkningsprosesser som vanligvis utøves av ledere og ledelsessystemer. Superledelse handler om at ledere leder medarbeidere til å lede seg selv. Det innebærer blant annet å gi medarbeidere trening i og verktøy for selvledelse og tilrettelegge for støttende tiltak på team- og organisasjonsnivå. I kurset vil studentene både trene seg i egen selvledelse, og bidra til andres selvledelse og dermed utøve superledelse. Sosialt ansvarlig selvledelse innebærer å gjøre etiske vurderinger omkring egne valg og atferd, og ta hensyn til fellesskapets interesser. Dette er viktig for å unngå det motsatte; nemlig sosialt uansvarlig selvledelse som er egodrevet og motivert av personlig vinning.
Ledelse, relasjoner og gruppedynamikk	7,5	Emnet tar primært for seg den faglige, dynamiske og relasjonelle hverdagen for ledere. Det handler både om mennesker som individer, og om samskaping (interaksjon og prosesser) som foregår mellom mennesker. Det å lede enheter, grupper og team handler om å oppnå ulike former for resultater. Sentrale tema som relasjonelle prosesser og gruppedynamikk vil bli behandlet, samt lederes og gruppers

| | | kompetanse til å løse utfordringer og håndtere dilemmaer i komplekse krevende hverdager.

Ledelse av grupper og team blir også adressert på ulike måter. Det å lede enheter, grupper og team handler om å oppnå ulike former for resultater. Det handler både om å oppnå enkeltresultater og om den interaksjonen og de prosessene som balanserer ulike resultater og mål i et helhetlig målbilde. Ulike måter ledere kan balansere mellom prioriteringer og beslutninger blir også tatt opp og adressert. |

Tabel. 3 Elective courses
* Which elective courses that are offered may be subject to change.

3.3 Master Thesis

Course	Credits	Description
Master thesis	30	The master thesis is a research project in which students will apply the knowledge acquired during their studies. It is a crafted scholarly document presenting research questions and original arguments based on scientific methods under the guidance of an advisor. The thesis gives the student the opportunity to demonstrate expertise in their chosen research area. Students will acquire specialized problem-solving skills, being able to plan and conduct the steps in the research and/or development process at a high methodological standard. They shall take responsibility to conduct a well planned and executed project.

4.   Teaching methods

MSc in Digital Entrepreneurship is designed so that the sum of the courses and the study work with these will lead the students towards the intended learning outcome described in chapter 2 of this program description.

The individual courses are put together to progressively build necessary knowledge, skills, and general competences. Teaching, student activity, and assessment in the individual courses have been chosen to provide a solid and meaningful correspondence between the intended learning outcomes, the teaching methods used, and the assessment. Teaching methods are carefully selected to ensure and strengthen each course's contribution to the study program. The students therefore encounter a varied set of learning activities throughout the study period, which also reflect the bread set of activities characterizing digital entrepreneurship as a field of practice. Students also learn to use methods relevant for research and professional development work. This will help students complete an independent, limited research or development project under supervision and in line with current academic and ethical norms.

As with all higher education, Kristiania University College also sets requirements for students' independent learning activities. The college sees it as its task to facilitate and facilitate the students' work through guidance and carefully designed work assignments. At the same time, we emphasize that a teacher can only communicate and facilitate, whereas the actual learning highly depends on the student's own work. In connection with teaching, the student must therefore expect to make a significant personal effort.

The most important forms of work, teaching and assessment the student encounters in MSc in Digital Entrepreneurship are described in the following.

- Lectures and dialogue/discussion-based plenary activities
  - Plenary activities are used in all courses to ensure thorough learning of relevant theories, which are an important part of the learning outcome. The teaching style aims to be dialogue- and discussion-based to the greatest extent possible (including case-based learning, mini-lectures with summary tasks, panel debates). The aim is to promote a comprehensive and common understanding of the scientific basis for the subject. We will also make use of practitioners as guest lecturers with the purpose of strengthening students' abilities to apply their knowledge to practical problems.
- Student presentations
  - In several courses, students must present research articles and/or their work for plenary discussions. This can be summaries of research articles in the syllabus, own project work or task solved individually and in groups. This will train students to communicate research in both academic and common ways, as well as provide general training in

communicating one's own thoughts and analyses. Emphasis is placed on critical thinking and active participation in discussions.

- Problem-based learning
    - In this discussion-based form of learning, students will discuss, analyze and draw conclusions from a set of theoretical problems. After a short presentation and discussion of central issues, the students will work on the given problems in groups of 3-5 people. This is independent academic work that is developed under supervision. At the end of this process, the groups' proposals for solutions will be presented. These are then reflected on and discussed in plenary.
- Project work
    - In most courses, students will be given project tasks of a practical nature, which they will solve in groups or individually. In some cases, the tasks will be discussed in plenary, where the results are presented by the groups in plenary. In other cases, the project work will result in project reports that are delivered as a part of or the entire evaluation in the subject.
- Supervision
    - In connection with project work, ongoing guidance will be provided individually or in groups. The scope will vary based on the purpose and size of the project. The final master's thesis will naturally receive the comprehensive supervision.
- Independent practice
    - In developing their business, students will largely conduct an independent work and will have to research and reflect upon own practice.
- Independent academic work
    - As an academic work, the Master thesis will enable students to develop an in-depth knowledge about a complex problem using scientific methods. Through the independent work of applying acquired knowledge, skills and competences from other courses, the student will further develop and strengthen the ability to apply a scientific approach to answering questions and solving problems in work and everyday life. Each student will be assigned a supervisor who follows the work closely, and contributes with critical questions, support and help.
- Self-study
    - In general, it is expected that students will make a considerable effort to study and work with syllabus independently.

See course descriptions for more information.

For students who need tutoring beyond scheduled teaching, the college has available subject resources, including administrative staff, librarians, digital learning resources (e.g., online movies) and student tutors. These can be contacted by the individual student if needed.

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

4.1   Forms of assessment

Assessment is a setting where a submitted or presented work is assessed against a set of criteria. Criteria given by the learning outcome that are defined for the individual subject. The assessment can be made by fellow students, teachers, or examiners. These will also be able to give feedback, either as guiding feedback or as a grade (exam).

At Kristiania University College, we distinguish between assessment as learning, assessment for learning and assessment of learning. The form of the work being assessed (the assessment form) can be the same in all three of these assessment situations, while the purpose varies.

In assessment as learning (fellow student assessment) and for learning (feedback from the teacher), the purpose is to shape a learning process, to help the student to achieve the best possible learning outcome. We perceive this type of assessment as part of the teaching methods presented above.

Assessment of learning is a final assessment where the actual achieved learning results are assessed - in other words, the exam. The exam at Kristiania University College is defined as "An exam is a final assignment within a course or a limited sub-course". The submitted or presented work is assessed through an examination, and the result of the assessment must appear on the diploma.

While taking MSc in Digital Entrepreneurship, students will encounter the following forms of examination (as a part of compulsory activities or the final exam):

- Home exam
- Portfolio exam
- Oral examination
- Multiple Choice
- Master's thesis

Compulsory activities have been defined for some courses. A compulsory activity is a requirement that must be approved in order to sit for the exam. The activity can be a requirement to submit one or more assignments and/or a requirement for participation in defined activities and/or lectures and/or a compulsory practice.

A compulsory activity is assessed as Passed / Failed, and the right to sit for an examination in a subject with compulsory activity requires that this activity is assessed as Passed. Otherwise, the student loses the right to an examination in the course until the activity(ies) has been assessed as Passed.

For additional information about exams and compulsory activities, see Kristiania University College's website.

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 the collective efforts regarding international activities. The internationalization efforts at the School of Economics, Innovation, and Technology includes 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 College 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.

For the specific courses in the program, they are all taught in English, thereby facilitating for incoming exchange students. Historically, approximately one third of the class size consists of international students which encourages an international student environment. Further, in several courses there are guest lectures delivered by international visiting staff. Through coursework and assignments, the students will work on cases from international actors and companies, relating their reflections, discussions and hand ins to a global IT industry and its professional community.

For specific internationalization schemes, see the subject description of the study.

5.2 International student exchange

With regard to 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 College 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 credits.

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 at Master of Digital Entrepreneurship student exchange is possible during the third semester. While on exchange the student will be able to start their master thesis with an advisor from Kristiania University College. For outgoing students, Kristiania University College, has established student exchange agreements with the following institutions:
- Jönköping University, Sweden
- University of Reykjavik, Iceland
- Arcada University of Applied Sciences, Finland
- University of Monterey, Mexico

The program leader maintains an updated list of recommended courses that a student can take at these institutions (for the minimum requirement of 7,5 ECTS within entrepreneurship and 7,5 ECTS within either entrepreneurship or innovation). Students are advised to consult with the program leader about the choice of courses.

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

6.   References

Kraus, S., Roig-Tierno, N., & Bouncken, R. B. (2019). Digital innovation and venturing: an introduction into the digitalization of entrepreneurship. *Review of Managerial Science*, *13*(3), 519-528.

Nambisan, S. (2017). Digital entrepreneurship: Toward a digital technology perspective of entrepreneurship. *Entrepreneurship theory and practice*, *41*(6), 1029-1055.

Sahut, J. M., Iandoli, L., & Teulon, F. (2021). The age of digital entrepreneurship. *Small Business Economics*, *56*(3), 1159-1169.

Steininger, D. M. (2019). Linking information systems and entrepreneurship: A review and agenda for IT-associated and digital entrepreneurship research. *Information Systems Journal*, *29*(2), 363-407.

Zaheer, H., Breyer, Y., & Dumay, J. (2019). Digital entrepreneurship: An interdisciplinary structured literature review and research agenda. *Technological Forecasting and Social Change*, *148*, 119735.