AALBORG UNIVERSITY

Aalborg University
Fredrik Bajers Vej 7K
9220 Aalborg East

Date: 03072026

Minutes of the employer panel meeting Mediatechnology on June 9, 2026

Participants: Lone Malmborg, Markus Löchtefeld, Claus Brøndgaard Madsen, Kasper Rodil, Henrik Knoche, Luis Emilio Bruni, Henrik Schønau Fog, Daniel Overholt, Amalia de Götzen, Andreas Møgelmose, Darius Adam Rohani, Henrik Secher Jarlskov, Kasper Løvborg Jensen, Michael Harboe, Storm Bjørn Flindt Temte, Runa Sabroe, Begüm Becermen, Anne Christoffersen, Trine Dalsgard, Anne-Marie Rasmussen, Flemming Løvenhardt Petersen, Inaam Ramløse, Judi Stærk Poulsen.

Unable to attend Luca Simeone, Christoffer Lund Rasmussen, Andreas Berre Eriksen, Lara Casciola, Jesper Udesen, Simon Hansen.

Item 1. Welcome and introductions

By Head of Study Board Claus B. Madsen

Claus B. Madsen (CBM) welcomed the employer panel, after which all external participants introduced themselves.

Item 2. Approval of the agenda

By Head of Study Board Claus B. Madsen

CBM noted that the agenda was approved without comments

Item 3. Status of the Study Programs

By Head of Studies Markus Löchtefeld

Markus Löchtefeld (ML) introduced the Danish Master's Reform ("Kandidatreformen"), explaining that it is a political agreement from 2023 involving multiple parties. The reform includes the introduction of 75 ECTS master's programs and an increased focus on part-time industry master's programs (EKA).

ML explained that the national targets require universities by 2030 to admit 20% of students into EKA programs and 10% into 75 ECTS programs.

ML outlined the new EKA structure as a 1+2 model: one year of full-time study (60 ECTS with SU), followed by two years of part-time study combined with work. ML noted that the previous 4-year model had a high dropout rate, which led to the redesign of the program setup.

ML added that Medialogy aims to enroll 8 students in EKA program by 2028 and 10 students by 2030, and AAU requires the associated work to be study-relevant (approximately 25 hours per week). Students can transfer to a full-time program if they lose their job.

Comments from the panel:

Henrik Secher Jarlskov (HSJ) commented that the timing of the reform is problematic, noting that junior professionals are currently being pushed out of the labour market due to AI. HSJ emphasized that future skills demand goes beyond simply being able to use AI tools.

ML agreed with the concern but pointed out that the reform is not a university decision.

Michael Harboe (MH) questioned why the program is not structured as part-time throughout, arguing that companies could otherwise retain employees while developing their competences. MH expressed concern that students would temporarily leave the labour market, which might be problematic in the new model (1+2 yrs).

ML responded that the high dropout rate in the previous model with the program running over 4 years part-time was the reason for introducing the new structure.

Kasper Løvbjerg Jensen (KLJ) asked whether innovation and entrepreneurship had been considered, including the possibility of students building their own startups as part of the program.

ML responded that this question has been raised to the ministry, but no answer has been received yet. ML agreed that this should be an option, such as allowing internships within one's own startup.

Item 4. Introduction to the new 75 ECTS program: Digital Service Innovation
By Head of Studies Markus Löchtefeld

ML presented a draft of the new 75 ECTS Master's program in Digital Service Innovation, explaining that the program is motivated by Denmark's digitalization agenda, which requires professionals capable of designing, implementing, and critically assessing digital services that are human-centred, sustainable, and effective.

ML outlined that graduates will be able to:

- Design and develop innovative digital service systems that combine interaction design, (business) innovation, and emerging technologies such as AI.
- Apply methods from AI, data science, and digital platforms as enablers within broader service solutions.
- Anticipate societal, ethical, and organizational implications to ensure public value creation.

ML noted that the competence profile is still under development.

ML explained that the program will be located in Copenhagen to ensure access to relevant collaboration partners, and that all projects are expected to involve private or public sector stakeholders. The program will include stronger technical admission requirements (e.g. software development), positioning it as slightly more technical than existing SSD program. It will build on the department's existing involvement in initiatives such as CAISA and other activities.

ML described the program structure of the new program. This includes 2 semesters: first semester (30 ECTS) involving three courses (Designing Digital Service Systems, Technologies for Digital Transformation and Innovation and Responsible Digital Services). First semester also includes a 15 ECTS semester project. Second semester (45 ECTS) includes three courses (Co-design for Digital Innovation, Digital Services Strategy and Innovation Management and System Thinking and Complexity in Digital Services). Second semester also involves a final thesis as well as a 15 ECTS semester project. Focus is on an agile setup, where technogical focus can be switched, which can help us move to the market quicker.

Comments from the panel:

HSJ commented that the program is overall a good idea but recommended a stronger focus on system architecture, data understanding, and the complexity of working with data.

Storm Bjørn Flindt Tempte (SB) emphasized the importance of short iteration cycles and suggested that the program should focus explicitly on evaluating whether solutions actually work and create value.

KLJ highlighted that the labour market is fluid and roles are changing. KLJ stressed that graduates need clearly identifiable strengths—particularly technical competences—that make them attractive to employers.

SB suggested exploring whether students could maintain full-time employment while studying, allowing them to apply their learning directly in practice.

Begum Becermen (BB) emphasized the centrality of the PBL approach and the importance of identifying the right problems. BB also highlighted ethics and professional responsibility as key elements.

ML confirmed that maintaining the PBL foundation is a priority in the new program.

HSJ raised a critical point regarding the repeated use of “AI”, questioning what the term specifically refers to in the program, and recommended to pinpoint what the course is providing regarding AI. HSJ emphasized that the program should focus on future-oriented competences rather than current tools.

ML commented that the program focuses on using the technologies that other people provide, the graduates will have an understanding of how it works.

BB commented on UX and noted that the quality of AI solutions depends heavily on the data used, and that AI can in some cases produce better results than traditional research methods.

MH concluded by stating that he appreciates that the program explores not only what AI does, but also how and why it is applied.

Item 5. Program-specific discussions - DAKI

Deltagere: Andreas Møgelmose, Darius Adam Rohani, Anne Christoffersen, Inaam Ramløse.

Afbud: Christoffer Lund Rasmussen, Andreas Berre Eriksen.

Drøftelse af aftagerpanelets perspektiver på uddannelsens vigtigste kvaliteter om to år.
Uddannelseskoordinator Andreas Møgelmose

a) **Revision af uddannelsens faglige indhold:** Andreas og Darius diskuterede behovet for at justere uddannelsens fokus fra teknisk programmering og specifikke machine learning-modeller til større vægt på systemarkitektur, evaluering af modeller og software engineering, med input fra deres egne erfaringer og observationer fra industrien.

   - **Nuværende uddannelsesstruktur:** Andreas gennemgik den nuværende opbygning af uddannelsen, som han definerer som meget teknisk tung. De studerende lærer programmering, implementering af machine learning-systemer, og har tekniske kurser på alle semestre, herunder deep learning, tidsdata og sprogmodeller, samt elementer med etik, forretningsforståelse og brugercentreret design.

   - **Behov for systemarkitektur:** Darius påpegede, at der i industrien er stigende behov for profiler med erfaring i at bygge større, skalerbare systemer og forstå systemarkitektur, frem for kun at kunne implementere enkelte modeller eller teknikker.

   - **Evaluering og forståelse af modeller:** Begge parter understregede vigtigheden af, at de studerende fortsat skal kunne forstå og evaluere modeller, herunder hvordan man måler performance, labeler data og vurderer resultater, selvom implementeringsdetaljer bliver mindre centrale. Vigtigst er dog fokus på evaluering af modeler

   - **Overvejelse af kursusændringer:** Andreas nævnte overvejelser om at udvide kurser i deep learning og sprogmodeller, men Darius anbefalede i stedet at fokusere mere på systemarkitektur og mindre på at lære flere specifikke modeller, da teknologien hurtigt forældes.

b) **AI-Støttet Softwareudvikling og Kognitiv Gæld:** Andreas og Darius drøftede udfordringer og muligheder ved AI-støttet softwareudvikling, herunder brugen af kodegenereringsværktøjer som Codex, og introducerede begrebet kognitiv gæld, hvor udviklere mister overblik over systemet, hvilket påvirker både produktforståelse og vedligeholdelse.

   - **AI-Værktøjers indflydelse:** Darius beskrev, hvordan AI-værktøjer som Codex og kodeagenter ændrer udviklingsprocessen, så udviklere i højere grad bygger tests og specifikationer, mens selve kodningen i stigende grad automatiseres.

   - **Kognitiv Gæld i udviklingsprocessen:** Andreas introducerede begrebet kognitiv gæld, hvor udviklere mister forståelsen for systemets opbygning, fordi AI genererer kode, hvilket Darius bekræftede som en reel udfordring i praksis, især i nyere projekter.

   - **Eksempler fra praksis:** Darius gav eksempler på, hvordan automatisering med kodeagenter kan føre til manglende overblik over både kode og produkt, hvilket kan gøre det svært at vedligeholde og videreudvikle systemer.

   - **Behov for nye kompetencer:** Diskussionen førte til en erkendelse af, at fremtidens udviklere skal være stærke i at specificere, teste og forstå systemer på et overordnet niveau, frem for kun at kunne programmere detaljeret.

c) **Undervisning i kodegennemgang og testmiljøer:** Andreas og Darius overvejede, hvordan undervisningen kan tilpasses, så de studerende lærer at reviewe kode og arbejde med automatiserede

testmiljøer, i takt med at AI overtager mere af den manuelle kodning.

- **Skift i programmeringsundervisning:** Andreas bemærkede, at de studerende efterspørger mere programmeringsundervisning, men Darius pegede på, at rollen skifter fra at kode til at bygge og forstå systemer, hvilket kræver nye undervisningsformer.

- **Fokus på kodegennemgang:** De diskuterede muligheden for at indføre undervisning i kodegennemgang, hvor fokus flyttes fra linje-for-linje review til at forstå testmiljøer og systemets opbygning.

- **Testmiljøer og harness Engineering:** Darius fremhævede vigtigheden af at kunne sætte testmiljøer op og arbejde med harness engineering, hvor review og kvalitetssikring sker gennem automatiserede tests og specifikationer.

d) **Fremtidens Softwareudvikleres Rolle:** Darius og Andreas diskuterede, hvordan softwareudvikling bliver en mere udbredt kompetence, men at der fortsat vil være behov for specialister med overblik og evne til at specificere og vedligeholde komplekse systemer.

- **Udbredelse af softwarekompetencer:** Darius refererede til en analogi om læsefærdigheder og forudså, at langt flere i fremtiden vil kunne lave software, men at der stadig vil være brug for eksperter til de mest komplekse opgaver.

- **Specialisering og vedligeholdelse:** Andreas og Darius var enige om, at selvom AI kan automatisere meget, vil der fortsat være behov for personer, der kan definere, kvalitetssikre og vedligeholde software på et højt niveau.