Guide for Students in Experts in Teamwork

Spring semester 2024

NTNU
Experts in Teamwork

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in Experts in Teamwork

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Dear
EiT student

This document is a guide for students in the course Experts in Teamwork (EiT) at NTNU in Trondheim. The guide is designed to provide students with information about the course and support for completing it.

EiT normally takes place in the fourth year in the spring semester. The idea is that you have then developed enough knowledge of your discipline to meet students from other disciplines and to develop cooperative skills across subject boundaries. The experience we have gained from EiT is important knowledge for students from all fields to bring into the workplace. Demand from the business community for skills in interdisciplinary cooperation was another reason for launching Experts in Teamwork. The course was established in 2001, when it was limited to engineering students.

The next year, NTNU was awarded the Prize for Education Quality for the course from the then Ministry of Education and Research, and during the same year the Board decided that EiT should be made compulsory in all master's programmes. Feedback both from external organizations and from those involved in the course indicates that the course is still highly relevant and that teamwork skills are more important in the workplace than ever.

"Through EiT, I have been able to develop my personal characteristics to a far greater extent than I had expected at the start of the project. I have gained greater insight into my positive aspects. At the same time, I have had the opportunity to work with things that used to be difficult for me. To give feedback and to receive it in a good way has been challenging. Through the exercises and the group interaction we've been through, we gained experience with this, and I emphasize this experience as the most positive thing that EiT has given me."

Magnus Domben
Student in social economics

Photo: Liliann Eidem

What characterizes Experts in Teamwork?

A high degree of cooperation between people with different backgrounds, experience, skills and knowledge is one of the characteristics of working life today. Working together across disciplines with people you do not know well, and who think differently from the way you do, is both enriching and challenging. In EiT, the goal is to develop **cooperative skills**, and thus gain meaningful experience to take with you into the working world.

You do this by applying your own academic skills in an interdisciplinary project, together with students from diverse programmes of study at NTNU. Instead of learning theory about cooperation using a knowledge-based form of learning, you gain cooperative skills through experience-based learning, which involves experiencing and reflecting on teamwork *in practice*. Read more about this in the Book of Reflections.

In EiT we use **facilitators** who observe you while you work, and who share their observations with you from time to time so that you become aware of aspects of your own cooperation that you can choose to reflect on and discuss together. Read more about facilitation in the Book of Reflections on p. 12-17. You are expected to spend time together exploring and discussing aspects of your teamwork, and to implement measures (actions) to change or reinforce this. The team's experiences are gathered in a separate process report at the end of the semester. This forms the basis for 50% of the grade in the course.

The other half of the grade is an assessment of the team's project, which is also described and discussed in a report. The projects vary from village to village, but a common factor is that they shed light on relevant problem areas from societal and working life. The problem formulations that the teams try to address are developed by the teams themselves, based on their combined expertise. One aim is that all the students in the team will **apply their academic learning** in their project work. Students should also have an opportunity to extend their perspective on their own academic competence, and they should help to make the most of other people's knowledge in interdisciplinary teamwork.

An intention of EiT is that, in their projects, student teams will work together with **internal and**

Book of Reflections

Tip: Use the Book of Reflections
Experience has shown that EiT-students often find reflection challenging. The Book of Reflections contains texts and models that might be a help you to understand what we mean by reflection in EiT, and we encourage you to read the texts on the first pages, e.g. reflection writing, feedback and facilitation.

Illustration photo: Liliann Eidem

For several years student teams in EiT have worked together with external partners, including the Norwegian Labour and Welfare Administration (NAV). Hilde Merete Bygland, who heads NAV Midtbyen in Trondheim, says that they have been impressed with the students' solid academic expertise, representing medicine, art, industrial economics and educational theory and practice among other fields. "Their feedback was closer to the mark than what we think a consulting firm could have given us," she says.

external partners in their project work, for example businesses, organizations or NTNU's strategic areas of focus (TSOs). This creates a unique opportunity for links between external organizations, internal academic environments and students pursuing their education. The collaborative partners can introduce you students to complex problem areas, which you can use as a starting point when you develop your own problem formulation. The contact between students and collaborative partners can contribute to continuation or realization of students' proposals and ideas from the student teams.

All the best for your participation in Experts in Teamwork!

Hanne Rustad

Head of programme, Experts in Teamwork

"NTNU has led the field in the higher education sector with its Experts in Teamwork programme. Through EiT, students develop good interpersonal skills that can help to create new ideas and innovative solutions – both in the workplace and in major social challenges. EiT thus gives students with different academic backgrounds extra skills in working together, and this is very important in the workplace."

Arvid Ellingsen
Special Adviser in the Norwegian Confederation of Trade Unions (LO)

Formal framework

Course Description 2023/2024

Experts in Teamwork (EiT)
Eksperter i team (EiT)

Academic responsibility: Hanne Rustad
The professor (village supervisor) and village theme for each village are presented on the websites: www.ntnu.no/eit (Norwegian) and www.ntnu.edu/eit (English)
Credits: 7.5
Taught only in the spring semester

Intention
In Experts in Teamwork, students develop teamwork skills by reflecting on and learning from specific teamwork situations in carrying out a project. Students work in interdisciplinary teams with participants from diverse programmes of study. Interdisciplinary teamwork is used to develop students' cooperative skills. The purpose is to improve project work. Relevant problem areas from society and working life form the starting point for this teamwork. There are opportunities for enabling the external partners of a student team to use the results of work carried out by the team.

Learning method
The learning method in EiT is experience-based. A key aspect of the learning process is the situations that arise as team members work together across their disciplines. Students develop teamwork skills by reflecting on these situations throughout the project and practising change to improve cooperation on the project. Team members perform reflection activities together, stimulated by facilitation as well as a variety of exercises such as writing down reflections, exercises in teamwork, and feedback. The Experts in Teamwork Academic Section provides village supervisors and learning assistants with academically grounded training and supervision in facilitation.

Expected learning outcomes

Knowledge
- Students have gained knowledge about group processes and are familiar with key concepts and prerequisites for good teamwork.
- Based on experience from the team, students can describe the prerequisites for good interdisciplinary teamwork.
- Students have insight into how their teamwork is influenced by their own behaviour patterns and attitudes, as well as those of others.

Skills
- Students can apply their academic learning in cooperation with people from other subject areas, and jointly define problems and find solutions to them.
- Students can apply fundamental group theory and concepts to describe their own specific collaborative situations.
- Students can reflect on their teamwork and analyse the way that the group communicates, plans, decides, accomplishes tasks, handles disagreements, and relates to professional, social and personal challenges.
- Students can provide constructive feedback to the individual team member and to the team as a whole and can reflect on feedback from the team.
- Students can take initiatives (actions) that encourage cooperation, and they can contribute to changing patterns of interaction to create more productive, constructive, and social collaboration in a group.

General competence
- Students have extended their perspective on their own specialized knowledge in their encounter with skills from other disciplines. They can communicate and use skills they have developed in their own field in collaboration with students from other disciplines.
- Students can collaborate with people from other disciplines, and they can contribute to realizing the potential of their combined interdisciplinary expertise.

Framework
Students in EiT are divided into villages of up to 30 students, and each village is divided into interdisciplinary teams of five to six students. The language of instruction is either English or Norwegian. Each village is headed by a lecturer, called the village supervisor. In addition, each village normally has two learning assistants who facilitate the student teams.

Each village has a broadly defined overall theme related to societal issues or working life. This theme forms the basis for the student team's project work. The village may have external partners who may serve as advisers and recipients of the students' work.

The extent of online cooperation varies between the villages, from "virtual villages", where all the village days take place online, to "on-campus villages", where all the village days take place in person. If the students have chosen a village that involves online participation, it is a prerequisite that they take part using both a camera and microphone. The village themes are presented on the EiT website, and the desired combination of subjects in the villages is specified as a guide to help students choose a village. The website also provides information about the village language, the type of village (intensive or semester-based), the extent of online teamwork and other relevant information about each village.

Students submit their preferences for five villages in order of priority through StudentWeb by 1 November each year. To ensure inter-disciplinary teams in the villages, each student is encouraged to choose at least two villages from a faculty other than the one the student comes from. Students are allocated to the villages on the basis of their preferences, the village's need for competence in various disciplines, and the number of places in the village.

Whether the student teams meet in person or virtually, a significant part of their cooperation must take place synchronously, which is a prerequisite for developing teamwork skills. For this reason, there is compulsory attendance at the villages during the specified village hours (normally 08:00–16:00).

Learning activities
Teaching consists of both teacher- and student-directed activities. At the beginning, activities are arranged to introduce the students to each other. The village theme is presented to the students, who draw

up a cooperation agreement in the team. The student team draws up a proposal for their project based on the village theme and the individual student's academic competence and interests. After approval by the village supervisor, the student team works with the project throughout the semester or the intensive period. The student team is responsible for following up the cooperation agreement and for revising it if necessary.

The student team is facilitated while the team members work. To be facilitated involves being observed and receiving feedback on the interaction in the team. Facilitation is intended to encourage students to reflect on the cooperation in the team. Students write both personal reflections and team reflections. Reflections initiated by facilitation and writing of reflections provide the basis for understanding the prerequisites for good collaboration and how the individual member's actions influence the teamwork.

Compulsory activities
- Attendance is compulsory.
- Each student team must draw up a cooperation agreement between the members of the team during the first two village days.
- The student teams must give an oral presentation of the project and participate in a dialogue about the teamwork in the student team when the teaching ends.

The compulsory activities must be approved by the village supervisor before the final reports are submitted for assessment. It is a pre-requisite that the entire student team participates in the compulsory activities.

Final reports
These consist of a project report and a process report by the students. The project report must describe the student team's problem formulation and the result of the project work. The process report must describe the collaboration in the team and what the individual has experienced and learned through shared reflection on relevant situations from the project teamwork. Expectations for the student team's work and criteria for the evaluation are described in the "Guide for Students in Experts in Teamwork".

Form of assessment
The final reports (the project report and the process report) by the student team are assessed according to the grading scale A–F. The team receives one common grade.

The project report is worth 50 % and the process report is worth 50 % of the final grade.

In the event of a "fail" grade or a resit of a passed examination, the entire course must be repeated.

Attendance
EiT is taught in the spring semester:
- **Intensive villages:** Daily attendance every working day (Monday-Friday) for three weeks in January (time: 08:00-16:00)
- **Semester-based villages:** Attendance each Wednesday in the period from January to April throughout the semester (time: 08:00-16:00)
- **Virtual villages:** Time for attendance can be adjusted to the

student group, with a core time on Wednesdays, and a total of 8 hours per week.

Students cannot themselves choose digital attendance instead of physical presence in the village.

The programme descriptions for the programmes of study provide information about the stage in the programme at which EiT is to be completed and whether EiT can be taken as an intensive or a semester-based course.

Required previous knowledge
EiT is normally compulsory in all programmes of study at second-degree (master's) level at NTNU. Other students may apply for admission to EiT, but they must be qualified for admission to a master's programme in order to participate.

Course materials and media
The following material will be made available digitally at the start of the studies:
- Guide for Students in Experts in Teamwork
- Online course for students in Experts in Teamwork
- Recommended reading
- *The Book of Reflections* for students in Experts in Teamwork

Approved by the Rector as the governing body for EiT.

Compulsory activities

The students in the team are mutually dependent on each other's efforts, and the students agree on rules for their teamwork. These rules are written down in a cooperation agreement, which is one of the compulsory activities in EiT.

These are compulsory activities in EiT:
- **Attendance** is compulsory.
- A **cooperation agreement** must be written in the student team during the first two village days.
- The village supervisor and the student teams must conduct a **perspective dialogue** on the team process during the completion phase.
- Students must **present the project orally** at the end of the teaching.

The compulsory activities must be approved by the village supervisor before the final reports are submitted for assessment.

Attendance

Attendance of every village day is compulsory. The course description states that the whole day (08:00–16:00) is reserved for work with EiT. This means that students must not have any other classes or obligations on that date. See the date for this year's village days at www.ntnu.edu/eit.

> A few virtual villages have some flexibility related to attendance. In these villages, time for attendance can be adjusted to the student group, with a core time on Wednesdays, and a total of 8 hours per week. Information about this is given on the online presentations of the villages in question.

The learning activities in EiT require the student team to be together.

Teamwork skills can only be developed when the team gathers and works together, of which a significant part of their cooperation must take place synchronously. Exercises and facilitation stimulate reflection in the student team and provide the basis for learning. The learning activities therefore require the team to be together for the whole day, and to be present in the village room at the agreed times. Because the course is experience-based and the experiences must be described in a joint report by the team, the absence of individual team members will have a negative effect on the rest of the team. The students themselves cannot decide to meet digitally instead meeting physically in the village.

If a student has more than 20 per cent absence or does not participate in one or more of the other compulsory activities in EiT, the student is not allowed to submit the final reports for assessment. This means that every student must be present on either the first or the second village day, so that they can participate in drawing up the team's cooperation agreement. Students who are absent on both the first and the second village day cannot complete EiT. The students are responsible for complying with the attendance rules. The village leader is only responsible for conducting/taking attendance. It is the village supervisor's faculty that decides in matters concerning attendance.

Cooperation agreement

The foundation for the work in teams is created at the beginning of the village period. As participants in a team, students are mutually dependent on each other's efforts, contributions and presence. In order for cooperation to work, some rules are needed. The students in the team must discuss which rules will apply and write them down in a cooperation agreement. This is a compulsory activity that must be performed during the first two village days, which is a condition for approval of the course.

It is a prerequisite that everyone in the team participates in making the cooperative agreement. It is important that the agreement is concrete and describes what is expected of the individual. Everyone in the team must accept responsibility for the cooperation agreement by signing it. If a dispute arises in the team, the agreement must be used as a basis for a mediation meeting; see p. 18. The cooperation agreement should be evaluated during the village period and revised if necessary.

As a minimum, the team's cooperation agreement must cover the following points:
- Expectations for the individual's contribution during the teamwork and for the final products delivered
- Climate of cooperation – how does the team want to communicate?
- Variances/disagreements – how will these be handled?

For suggestions for how students can draw up a cooperation agreement, see p. 104. Remember that the village supervisor must approve the teams' cooperation agreements.

During the first two village days, the student team writes a cooperation agreement that must be signed by everyone in the team.

It is important for the teams to be conscious of what they have agreed on in the cooperation agreement. The facilitator team should make arrangements for ensuring that the agreements are kept active, and for revision of the agreements as needed.

> Our student surveys show that active use of the cooperation agreement helps to raise the quality of the interdisciplinary teamwork in EiT.

A perspective dialogue on the team process

During the completion phase, each team must carry out a perspective dialogue, as it is called in EiT. This is a dialogue for the purpose of seeing the collaborative process of the team as a whole, highlighting key experiences, and thus providing a perspective on both what has taken place and the relevance of the experiences for future collaboration in working life.

Framework
- The perspective dialogue takes place during the last days of the village (13–15).
- The dialogue is led by the village supervisor. Learning assistants can also attend, but this is not a requirement. All the team members participate in the dialogue.
- The dialogue takes place with each team in a separate room. It is not open to everyone in the village.
- The perspective dialogue is a compulsory activity, but it is not part of the basis for assessment.

Contents
In the dialogue, students reflect on their cooperation, and they are welcome to use situations that they want to include in the process report as a starting point. It is also useful for students to reflect on what they have learned that may be important to them in future teamwork. Altogether, this can provide valuable support for writing the process report.

During the dialogue, the village supervisor may well ask questions, and then allow the dialogue to take place mainly among the team members. It is also valuable to speak to the learning assistants about which observations they have made of the groups' collaboration before the perspective dialogue, so that the village supervisor can connect/link the questions to specific situations in the group. To allow enough time for everyone to reflect and talk about their experiences, you can set aside up to 1 hour per dialogue.

Some suggestions for questions that the village supervisor might ask appear below:
- How has your teamwork developed from the start until now?
  - What has changed along the way? What is more stable?
- What characterizes you as a team?
  - What are typical patterns of action and/or behaviours? Strengths and weaknesses?
- Has anything changed along the way? (For example, through incidents, actions, turning points.)
- Which situations have you chosen for the process report?
- What has been challenging and rewarding in the encounter between different academic perspectives in the team?
- What have you learned that you can benefit from in the final phase of EiT?
- If you were to continue working together for the next year, what would you change?
- What has each individual learned about themselves and about working in a small team?
  - What will you bring with you to future cooperation in your studies and career?

Oral presentation of the project

The student team must present the results of their project at the end of the teaching period, and it is a prerequisite that everyone in the team participates in the presentation. The students should focus on the benefits of the project results to society, and how the work might be continued, if this is relevant. They should also describe how they have taken advantage of their interdisciplinary breadth, and how the academic composition of the team has influenced their work.

The oral presentations of the project by the student teams must normally be open to the public. For example, they can be held in sequence in an auditorium (usually 20 minutes for each team), or by using posters in the form of an exhibition. There, the teams attend, present their project and answer questions. The village supervisor decides on the framework for the presentations and should invite relevant people to attend them.

If the team has worked together with an external partner, the partner should be present at the presentation. The external partner should comment on the students' results, and possibly say something about the value that the results might offer for their activities or for society (see also p. 20).

The oral presentation of the project does not count towards the grade.

Accommodations and support services, exemption, and exclusion from the course

EiT is a compulsory course. However, for some students, the group-based approach to work in the course can present extra challenges. The following pages provide information on possibilities for adapting the study situation, exemptions, and what to do if specially challenging situations occur in the student teams during the village period. Students can familiarize themselves with the possibilities for mediation and exclusion at the start of the semester, so they have the necessary information should a problematic situation arise, contrary to expectations.

Students who need adaptive measures or support services

NTNU has a duty to provide suitable conditions for study for students with special needs, as far as possible and reasonable.

Here are some examples of conditions where adaptive measures can be provided:
- attention deficit/hyperactivity disorder (ADHD)
- dyslexia or other reading or writing difficulties
- visual impairments
- hearing impairments
- mental health issues
- motor and mobility impairments
- Asperger's syndrome

The adaptive measures must not result in lower academic requirements for the individual programme of study (ref. Section 4.11 of the Act Relating to Universities and University Colleges). For example, in EiT it is not possible for an individual student to write his or her own process report.

Students who need adjustments or adaptive measures should contact their department or faculty, or the Student Services Division disability office (NTNU Tilrettelegging). For more information, see innsida.ntnu.no/tilrettelegging.

Exemption from the course

It is possible to apply for an exemption for students who cannot complete EiT for psychological or physical reasons. Relevant documentation (a medical certificate, statement from a psychologist, or similar) is required. If the student is granted an exemption, he or she must take another course at master's level that is relevant to the programme of study. More information about applying for an exemption is available at www.ntnu.edu/eit.

Exclusion of individual students

Individual students can be excluded from the course if they cause major problems for cooperation in the team and/or avoid doing their share of the work as agreed in the student team's cooperation

agreement or in other ways.

Dissatisfaction about the individual student's participation or contribution must be taken up in the team as early as possible, and the situation must be documented in writing. Experience shows that the sooner issues like this are put on the agenda, the easier it is to find a solution.

The village supervisor's faculty decides whether students should be excluded from EiT or not. Each faculty has its own EiT contact person whom the village supervisor can contact for assistance in a possible exclusion process.

Mediation
All parties should make an effort to resolve the dispute instead of starting an exclusion process. For this reason, a mediation meeting must always be held before a possible exclusion case is presented to the village supervisor's faculty. Mediation should shed light on the issue from each party's point of view. The purpose of mediation is to make the arrangements needed to enable the student to continue in the team. The student who is being considered for exclusion may bring a neutral party (student ombudsperson, student chaplain, student adviser from the department/faculty, family member, friend or other person) to the mediation meeting. If the student does not want to take part in a mediation meeting, he or she must have the opportunity to make a statement in writing within a specified time limit.

For more information about the mediation meeting, contact the village supervisor

Final reports

In the completion phase, the students write a project report and a process report.

Each student team must submit one project report and one process report. Together, the reports must show what the students have been working on, and how they have developed collaborative skills in their interdisciplinary teamwork. Descriptions of personal and relational issues must be collected in the process report, which will be a confidential report. This means that the report must only be used in connection with assessment and that consent from the team members must be obtained in other cases. The results of the project work and the students' use of their academic learning must be described in the project report.

Course description (p. 8) and the assessment criteria on the next two pages provide the formal framework for the reports. Each report counts for 50 per cent of the final grade.

Process report

In the process report, the students must describe and discuss the cooperation in the team and what the individual has experienced and learned. This is done through team-based reflection on relevant situations from the project teamwork.

The process report must not exceed 25 pages (this does not include the cover, references and any appendixes). Read more about the process report on p. 21 and 24-26.

Project report

In the project report, the students must describe and discuss the team's problem formulation, methods and results. In addition, they

must evaluate how each of the team members has contributed their academic competence in the project, and how the team has applied its interdisciplinary breadth.

The village supervisor defines the format and scope of the report. Read more about the project report on p. 22 and 27.

Submission

The final deadline for the teams to hand in the project report and the process report is one week after the last village day (see the submission deadlines for the year at www.ntnu.edu/eit). Village supervisors contact their department to get help with set-up and access permissions for Inspera.

Products

In addition to the project report, students can create a product, such as a feature article, an "app" for a mobile phone, a game, or a public health initiative. Creating a product puts the focus on users and supports development of innovative attitudes, but it is important to emphasize that the product itself is not part of the final work and the basis for the grade. If students want to create a product, this must be described and analysed in the project report so that learning outcomes and assessment criteria are met.

Photo: Kjersti Myhr

Students who have created a board game.

Assessment criteria

Process report

Grade	Situations	Theory	Reflections	Actions
Grade A & B	Selects teamwork situations and describes specifically what was said and done, and how the individual members reacted (thoughts and emotions).	Analyzes own collaboration by using theory and concepts in an independent and critical manner. Theory is related to descriptions of their own collaboration.	Analyzes the collaboration in an excellent way through both individual and team reflections. Reflects very well on how it felt to give and receive feedback, how differences in fields of study affected teamwork and learning outcome at the end of the teaching period. Supports the reflections with concrete examples from the teamwork.	Gives reasons for chosen measures (actions) to improve the collaboration. Relates the measures to reflections over situations from the teamwork. Discusses effects and evaluates the impact of the measures in retrospect.
Grade C & D	Selects teamwork situations and describes the team's actions and reactions more generally.	Explains own collaboration by using theory and concepts. Relates this to descriptions of their own collaboration to some extent.	Explains the collaboration well but with few individual reflections. Reflects on how it felt to give and receive feedback, how differences in fields of study affected teamwork, and learning outcome at the end of the teaching period. Reflects on the basis of examples from the teamwork.	Describes measures (actions) to improve the collaboration. Relates the measures to some extent to reflections over situations from the teamwork. Describes to some extent the impact of the measures in retrospect.
Grade E	Selects teamwork situations and describes the team's actions and reactions generally and to a small degree.	Uses theory and concepts, but relates this to a small extent, or in general terms, to descriptions of their own collaboration.	Reports the collaboration with few reflections. Reflects to a very limited extent on how it felt to give and receive feedback, how differences in fields of study affected teamwork and learning outcome at the end of the teaching period. Provides very limited support for the reflections with concrete examples from the teamwork.	Describes measures (actions) to improve the collaboration. Relates the measures to a small extent to reflections over situations from the teamwork. Describes to a small extent, or not at all, the impact of the measures in retrospect.
Grade F	Describes the team's activities, but does not select teamwork situations.	Mentions theory and concepts with a lacking understanding. Does not relate these to descriptions of their own collaboration.	Reflects without using their own situation descriptions or other examples from the collaboration as basis.	Does not initate measures (actions).

The process report consists of situations, theory, reflections and actions, that are assessed on the grading scale A-F, where A = An excellent performance, clearly outstanding, B = A very good performance, C = A good performance, D = A satisfactory performance, E = Meets the minimum requirements, and F = Fail. All columns are weighted equally. The structure of the report, language and references may raise or lower the grade in relation to the grading scale above.

The assessment criteria for the process report are described in more detail on the next pages.

Project report

Grade	Project presentation and interdisciplinarity
Grade **A**&**B**	Clearly describes the choice of problem formulation and goals and provides the basis for these. Clearly shows how they are grounded in the village theme. Describes the methods and theories used and justifies the choice well. Provides a clearly structured presentation of the results and discusses this. Reflects on the value of the result to society and discusses how it can provide benefits for others. Explains and discusses how the work can be continued. Evaluates how, as a team, they have applied each team member's academic competence in the work, from the problem formulation to the end result.
Grade **C**	Describes the choice of problem formulation and goals and provides the reasons for these to some extent. Shows how they are related to the village theme. Describes the methods and theories used and to some extent provides reasons for the choices. Presents the results and discusses them to some extent. Discusses the value of the results to society and shows how it can provide benefits for others. Suggests how the work can be continued. Describes how, as a team, they have applied each team member's academic competence in the work, from the problem formulation to the end result.
Grade **D**&**E**	Explains the problem formulation and goals. Shows to some extent how they are linked to the village theme. Describes the methods and theories used. Provides a presentation of the results and discusses them to a very limited extent. Describes the value of the results to society and indicates to a very limited extent how it can provide benefits for others. Suggests to some extent how the work can be continued. Describes the team member's academic competence but does not show how they have applied this together as a team.
Grade **F**	Provides no clear description of the problem formulation or goals. Does not describe the use of methods or theory. Presents the results in a disorganized way. Does not manage to show that the project report is the result of a joint project. Does not describe the team members' academic competence.

Table that shows the assessment criteria for the project report. The report is assessed on the grading scale A-F, where A = An excellent performance, clearly outstanding, B = A very good performance, C = A good performance, D = A satisfactory performance, E = Meets the minimum requirements, and F = Fail. If the village supervisor wants to introduce specific requirements for the project report, these must be subject to the assessment criteria above. They must also be expressed in writing, so that the second examiner and others know the basis for assessment in case of reassessment of the grade. The structure of the report, language and references may raise or lower the grade in relation to the grading scale above.

The assessment criteria for the project report are described in more detail on the next pages.

Explanation of the assessment criteria and content of the reports

The intention of EiT is that students develop teamwork skills through reflection on situations that arise during their teamwork in the project. In the following text, we take a closer look at the assessment criteria for the reports (see pp. 21–22) and expectations regarding the content of the reports. The village supervisor is free to adjust these expectations or to describe them in more detail.

Photo: Liliann Eidem

Specific teamwork situations form the basis for the process report.

Process report

The process report is based on specific teamwork situations and shows how the team, through reflection, trying out specific measures (actions) and perspectives from literature (theory), has learned from its experience.

Introduction
In the introduction, the students should briefly introduce each team member, especially the aspects that have influenced the individual's contribution in the team. For example, this applies to their academic background, previous experience, previous or current life situation, and personal characteristics.

In addition, the team discusses what they believe has been especially relevant to their cooperation. This will give the reader a better understanding of the context of the selected teamwork situations described later in the report.

Teamwork situations
In the main part of the report, students describe two to three specific teamwork situations or incidents. They should choose situations that have been significant, that characterize the team, or that triggered something that helped them to progress further. If situations are chosen from different stages of the project, they may be able to show the development in the team's cooperation.

Teamwork situations must be described in such a way that it is clear how each individual influences the teamwork through what they say and do, or do not say and do. It is important that everyone has a chance to speak and express any thoughts about the situation as it unfolds. For this reason, it is important to mention the team members by name. If the process report contains formulations such as "the team decided that" or "the team thought it was a good idea", the dynamics between the individual members are not visible. The use of names in the situation descriptions may make the difference between an average performance and a good performance.

Theory
EiT is a course in which learning is based on students' own experiences from their cooperation in the team. The theory is intended to help them increase their understanding of their experiences. To achieve this, students discuss their experiences in the light of concepts from theory. In contrast to report writing in many other courses, the process report must therefore not have a separate section describing relevant theory. Instead, theory and concepts are interwoven in the process report at the points where students believe this can provide greater understanding of their teamwork.

What distinguishes an average performance from a good performance is the students' discussion and use of the theory to place their teamwork in a broader perspective, rather than only explaining what happened.

The learning material in the course provides a theoretical foundation, but students are also free to find and use theory beyond this.

Reflections
An important element in the students' learning process in EiT is team-based reflection on the interaction between them. This reflection involves the team members' thoughts and emotions about teamwork situations now that they see them as a whole in retrospect. It also includes their assessments and interpretations of what happened. Additionally, it also involves asking questions about what they are doing and thinking, and answering these questions with a desire to understand better the interaction in the team.

The reflections of the team should be supported by specific examples or situations. They can reflect on different types of teamwork situations, both when cooperation is working well and when challenges arise. It may be difficult to reflect on the reasons for good teamwork and to describe how the individual contributes to good teamwork, but this can also provide useful insights. It is not enough to state that something is good or challenging; the team must also reflect on why it is good or challenging.

In the team's reflections, it is especially important to analyse how one's own and others' behaviours and attitudes influence cooperation on the project. The team members improve their understanding of their teamwork by reflecting on aspects such as how they communicate, plan, decide, resolve tasks, handle disagreements, and relate to academic, social and personal challenges. Based on the chosen teamwork situations, the team members must discuss whether the way they work together is suitable, and what is needed for their teamwork to function as well as possible.

To perform well, the team must present the individuals' reflections on these teamwork situations, so that the team's similarities and differences emerge.

Photo: Liliann Eidem

An important element in the students' learning process in EiT is team-based reflection on the interaction in the team. To perform well, the team must present the individuals' reflections on the teamwork situations.

Suggested structure for the process report

The process report can be structured in different ways. Here is a suggestion that can be used as a starting point. The teams should discuss the extent to which the structure suits them, and which adaptations the team should make.

1. Contents
2. Introduction (about 2-3 pages)
3. Teamwork situations (about 14-16 pages, 2–3 situations)
   a. Teamwork situation 1
   b. Teamwork situation 2
   c. Teamwork situation 3
4. Reflections on learning outcomes – both team-based reflections (about 2 pages) and individual reflections (about 1 page per person)
5. References

Training in giving and receiving feedback is a key aspect of EiT. This can be a good starting point for reflecting on one's own and others' contributions to the team, and the dynamics of the team as a whole. In EiT, students work in interdisciplinary teams. How academic and cultural differences influenced the teamwork is therefore an aspect that should be included in the process report.

The process report must include a team-based reflection on what the students have learned as a team when they look back on their teamwork and what has had particular significance for them. The same factors that are specified under the perspective dialogue (p. 15) may be relevant for the team to reflect on here. In addition, the individual members must reflect on their personal learning outcomes at the end of the semester. These reflections may well be written towards the end of the report, and should not exceed one page per person.

Actions
Measures that the team takes to improve cooperation on the project are termed "actions". The group must implement actions during their collaboration. Actions are initiated based on shared reflections in the team. It is important that the aims of the actions are clear.

An action might involve changing a pattern of behaviour in the team to improve cooperation. The team changes its pattern of behaviour because they have reflected on a situation that has been significant or has been important to the team in other ways.

An action might also involve keeping and reinforcing something that works well through conscious choice. The team continues and reinforces

Photo: Liliann Eidem

The team initiates measures (actions) to improve its teamwork.

an action to encourage cooperation based on an analysis of why the action functions in the team.

Actions can thus start from either positive or negative situations, incidents or sequences of events in the team and represent something that the team can practice changing or reinforcing and developing further.

Team members' evaluation of the effect of the actions they initiate and reflection on this in the process report differentiate average performance from good performance.

Tip: Use the *Book of Reflections*

Experience shows that students often find reflection difficult. The *Book of Reflections* contains some texts and models that may provide support for students. We therefore encourage you to create an opportunity for students to read different parts of the *Book of Reflections* in the village.

Project report

Project presentation and interdisciplinarity
In the project report, the student team must describe the problem formulation and aim of the project work, and provide reasons for their choices. The team must also show how the problem formulation is grounded in the village theme. In addition, students must describe the methods and theories used in their work, and provide reasons for their choices. The result must be presented and discussed, and the value to society and further use or possible continuation must be described. In addition, the team must describe how they have taken into account the needs and wishes of different users.

Characteristics of good performance are that the team is clear in its presentation of the problem formulation, methods and results, and that the choices made are discussed and explained well. If the team describes the problem formulation and methods without providing reasons for choosing them, this is not sufficient for a good performance.

Another prerequisite for good performance is that the team discusses its results and the benefits they may have for society, users and cooperative partners. It is not sufficient for good performance that the team suggests what value the work might have for others or how it could be continued, without this being discussed.

EiT provides a meeting place for master students and students from programmes of professional study from the various disciplines at NTNU, enabling them to work together in interdisciplinary teams. Students thus gain valuable experience in cooperation with people who have a different academic background. By using the different academic skills in the team, students can come up with innovative solutions to complex social issues.

In the project report, students must describe how they have used their interdisciplinary breadth in the project work and how each of the team members has contributed with their own academic competence. A clear description of all the team members' academic contributions is a prerequisite for a good performance.

Reflections on how the team's academic differences have influenced the teamwork should be communicated in the process report (see pp. 24–26).

Suggested structure for the project report
The project report can be structured in different ways. Here is a suggestion that can be used as a starting point. The teams should discuss the extent to which the structure suits them, and which adaptations the team should make.

1. Content
2. Introduction that includes choice of problem formulation, goals and how the project is grounded in the village theme
3. Theory
4. Method
5. Results
6. Discussion
7. Conclusion that includes reflections on the relevance and value of the results, as well as discussion about how the work can be continued
8. Evaluation of how, as a team, they have applied each team member's academic competence (from the problem formulation to the end result)
9. References

Assessment

The project report and the process report are assessed based on the grading scale A–F. The project report and the process report are each worth 50 percent of the final grade. The team receives one common grade. It is not possible to give individual grades.

The compulsory activities must be approved by the village supervisor before the team can submit the reports for assessment, but the oral presentations do not count in the final grade.

Explanation of grades

Individual students are entitled to an explanation of the grade. The student must submit their request for an explanation to the village supervisor's faculty within one week after the announcement of the grade. The explanation must normally be given within two weeks after the student requests it. Read more about explanations of grades and appeals on Innsida.

Appeal against a grade

If an individual student wishes to appeal against the grade, the appeal must be submitted to the village supervisor's faculty no later than three weeks after the announcement of the grade. The faculty then appoints a new assessment committee consisting of an external examiner and another village supervisor. It is important that at least one member of the new assessment committee has previous experience in grading process reports in EiT. If the student has requested an explanation, the deadline for appeal is three weeks after the explanation was given. For appeals against the grading of group work, where a common grade is given, the individual student appeals. Any change after the appeal will apply only to the person who has appealed. Read more about explanations of grades and appeals on Innsida.

Photo: Liliann Eidem

In EiT, village supervisors are examiners for each other.

Quality assurance of teaching

EiT has a culture of observing and providing feedback to each other about the teaching. Exchange of experiences between the teaching staff members is a key factor, and the learning assistants receive guidance in different teaching situations. When aspects that are not working well are discovered, resources should be allocated, as far as possible, to improve the situation straight away. The overall goal is that all the students will get the same quality of teaching regardless of their village.

Information on experience from all EiT activities is continuously collected during the academic year, and the Experts in Teamwork Academic Section prepares a combined report on the teaching in EiT at the end of the academic year. Based on experience from the previous academic year, the Academic Section revises the learning material as well as the training and guidance of the teaching staff.

Responsibility for the quality of the teaching

Responsibility for the quality of the course is distributed between the Experts in Teamwork Academic Section, the Head of Department at the village supervisor's department, and the village supervisor. The responsibilities are listed below.

Experts in Teamwork Academic Section:
- The Head of the Experts in Teamwork Academic Section is responsible for ensuring that the Academic Section develops learning material and methods, and that the Academic Section provides training and guidance to village supervisors and learning assistants.
- The Head of the Experts in Teamwork Academic Section has the employer responsibility for the learning assistants.
- The Head of the Experts in Teamwork Academic Section has the academic responsibility for the experience-based teaching methods for development of teamwork skills.

Head of Department:
- The Head of Department is responsible for ensuring that the village supervisor has the necessary knowledge and skills to create a basis for a learning environment that provides training in teamwork skills through experience-based learning.
- The Head of Department is responsible for obtaining the resources needed for the course.

Village supervisor:
- The village supervisor is to carry out teaching and assessment in line with the course description for EiT, so that the students' learning outcomes and assessment are consistent for all villages.
- The village supervisor has the academic responsibility for following up the student teams' reflections and providing guidance for the writing of the process report.
- The village supervisor is responsible for conducting reference group meetings in the village.
- The village supervisor is responsible for conducting a course evaluation (see NTNU's system for quality assurance of education).

Reference group and course report

The reference group meeting may well be conducted as a dialogue between the village supervisor and the students in the village. It is an opportunity for students to provide feedback on the learning activities, the exchange of information, the indoor climate in the village room, whether the village supervisor has been available, the learning assistants' contribution to the students' reflection on the interaction, the learning material, and the cooperation with external partners.

The village supervisor is responsible for conducting evaluation of the course. The Experts in Teamwork Academic Section recommends that this is done with the help of reference groups. The village supervisor is responsible for carrying out the reference group meetings, and the learning assistants may be asked to participate.

In semester-based villages, we recommend carrying out three meetings: one at start-up, one midway and one on completion of the course. In intensive villages, two meetings are sufficient.

Proposal for carrying out the reference group meetings:

1. Each student group selects one representative to take part in a reference group meeting.
2. Time is allocated in the village plan (about 20 minutes) in which the teams discuss what they want to take up in the reference group meetings. The reference group representative takes notes. Feel free to distribute the list of suggested topics for the reference group meetings so that students have an opportunity to prepare their feedback.
3. The village leader has a meeting with the reference group representatives. Each representative presents views from his or her team.

In addition to the meetings, the reference group must prepare a report that is written and submitted using the KASPER system for study programme management. The reference group must submit proposals for measures to improve students' learning outcomes in EiT.

Course report

The village supervisor is responsible for writing a final course report that is submitted in KASPER, based on the reference group meetings and the students' written report. As a contribution to the course report, each village supervisor receives feedback from the students in the village through selected questions in the EiT survey.

Examples of questions:
· How is the indoor climate in the village room (size, air quality, lighting, noise, fittings and furniture, etc.)?
· Are the expected learning outcomes in EiT communicated effectively?
· Have the times for attendance and plans for the village been communicated clearly enough?

· Are the learning activities appropriate to the learning outcomes expected from the course?
· Is the village supervisor available for guidance when the students need this?
· Have the learning assistants contributed to increased reflection on the interaction in the team?
· Does the learning material support learning?
· Where the village has external partners: How is the cooperation working?

Implementation of the reference group meeting

Three meetings with the reference group should be convened: one at start-up, one midway and one at the end of the course.

Suggested procedure:
1. Each student team chooses one reference group representative.
2. Time is allocated in the village plan (about 20 minutes) in which the teams discuss what they want to take up in the reference group meetings. The reference group representative takes notes. Feel free to distribute the list of suggested topics for the reference group meetings, so that students have an opportunity to prepare their feedback.
3. The village supervisor, and possibly other people, hold a meeting with the reference group representatives. Each representative presents views from his or her team.

Report from EiT's reference groups

After the reference group meeting, the village supervisor is responsible for ensuring that a form is completed and published. Read more about reference groups and the publishing of reference group reports on Innsida.

ntnu.edu/eit