Experts in Teamwork 2023/2024

# Assessment criteria – process report

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| **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). |

Table 1: Assessment criteria for the process report, Experts in Teamwork 2023/2024.

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 course description and an explanation of the assessment criteria are in the Experts in Teamwork – Guide for Students.

# Assessment criteria – project report

| **Grade** | **Project presentation and interdisciplinarity** |
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| **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 2: Assessment criteria for the project report, Experts in Teamwork 2023/2024.

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 course description and an explanation of the assessment criteria are in the Experts in Teamwork – Guide for Students.