



Academic year 2024/2025

Formal framework in Experts in Teamwork (EiT)

— a guide for students
and teaching staff



NTNU

| Experts in Teamwork

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– a guide for students
and teaching staff

In this guide you will find the formal framework for the course Experts in Teamwork (EiT) at NTNU. Here, you will find the course description and information about the assessment procedures, final work, assessment criteria and quality assurance measures for teaching.

For you who are a student, the guide provides useful insight in the course's learning outcome, framework for the teaching and expectations to you as a student in EiT.

For you who are a course teacher or a learning assistant, the guide describes the framework for the teaching.



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Course Description 2024/2025

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

Academic responsibility: Hanne Rustad

Responsible unit: Experts in Teamwork Academic Section

The course teacher (village supervisor) and theme for each course (village) are presented on the website:

www.ntnu.no/eit (Norwegian) and www.ntnu.edu/eit (English)

Level of study: Second-degree (master's) level

Credits: 7.5 ECTS

Taught only in the spring semester

Assessment system: Assessment of components

Content

Good solutions to difficult challenges often depend on cooperation across boundaries. A growing number of enterprises organise their work in interdisciplinary teams to meet this need. However, differences and disagreements occur in all teamwork, and this is especially true of interdisciplinary teams, where the team members speak from the perspectives of different disciplines and working methods. To enable a team to work well and unlock the potential of its resources, it is vital to handle disagreements and differences. Interdisciplinary teamwork thus demands good teamwork skills. In the Experts in Teamwork course, students develop these skills by working on projects in teams together with students from a variety of

study programmes. Here, there is a strong focus on students' reflections on specific teamwork situations that occur as the project progresses. Topics for the student teams' projects are based on relevant issues from civic and working life. The course creates a basis for realising the results of the work that the teams have done and putting them into practice.

For more information about the academic content and framework for the course, see www.ntnu.edu/eit.

Learning outcomes

Knowledge

- The student has gained practical and theoretical knowledge about group processes and is 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 cooperation is influenced by their own behaviour patterns and attitudes, as well as those of others.
- Students have insight into how work with the team process is integrated in and influences their project work and the project results.

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 and analyse the way that the team communicates, plans, decides, accomplishes tasks, handles disagreements and relates to professional, relational and personal challenges, including their own role in this cooperation.
- Students can give and receive constructive feedback, at both the individual and group level, in terms of how team members' patterns of behaviour and approaches to situations contribute to cooperation, and can reflect on such feedback.
- Students can take initiatives (actions) that encourage cooperation, and they can contribute to improving their teamwork.

General competence

- Students have extended their perspective on their own specialised knowledge in their encounter with skills from other disciplines. They can communicate and use skills they have developed in their own field in cooperation with students from other disciplines.
- Students can work together with people from other disciplines and contribute to taking advantage of their collective interdisciplinary expertise.

Learning methods and activities

Teaching in EiT takes place in courses (villages), normally with 5–6 student teams. The form of learning is project based, and most of the activities in the course take place in the student teams. The teams carry out a project from idea to completion, where the focus of the project must be within the topic of the course (the village theme). Reflection on the cooperation along the way plays a key role; students are challenged to explore their own and others' patterns of behaviour and approaches to situations in the team and to analyse how the team communicates, plans, decides, accomplishes tasks, handles disagreements and relates to professional, relational and personal challenges. This takes place through written reflections and structured teamwork exercises carried out by the teams, as well as in dialogue with the teaching staff (the course teacher and learning assistants). The teams are observed as they work, and the observations are shared with the student teams as a basis for reflection.

The different courses (villages) may have varying degrees of online cooperation, from “virtual villages”, where all the village days take place online, to “in-person villages”, where all the village days are face to face. If students have chosen a virtual village, they must take part using both a camera and a microphone.

Compulsory activities

- Compulsory attendance and a requirement for 80 % attendance of the course.
 - Compulsory participation on the first or second day of the village because the team members will prepare the team's cooperation agreement.
 - Compulsory participation in the perspective dialogue.
 - Compulsory participation on the day when the team holds the final presentation of the project.
- Cooperation agreement: Prepared by the team during the first two days of the village.
- Perspective dialogue: Students participate in a dialogue about the teamwork in the student team when the teaching ends.
- Oral presentation: The student teams must give an oral presentation of the project at the end of the teaching period.

The compulsory activities must be approved by the course teacher before the final work is submitted for assessment. It is a prerequisite that the entire student team participates in the compulsory activities.

Attendance in intensive villages means every working day (Monday–Friday) for three weeks in January, and in semester-based villages every Wednesday during the period January–April.

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, attendance is compulsory in the villages during the specified teaching hours (normally 08.00–16.00).

More about assessment

The student team's final work consists of two component assessments that are weighted equally. Each component is assessed according to the grading scale A–F. The team receives one common grade.

The final work consists of two parts – a project part and a process report. The project part is either a written report or an oral examination. The form of assessment (written or oral project part) for each of the various EiT courses is stated in the course description and the village description for the individual course. The village description for the individual villages is available at www.ntnu.edu/eit.

Expectations for the student team's work and criteria for the evaluation are made available at the beginning of the semester.

The project part 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.

Required previous knowledge

Admission to EiT requires admission to a master's programme in which EiT is included. Other students may apply for admission to EiT, but must be qualified for admission to a master's programme in order to participate.

Course materials

The material will be made available at the start of the semester.

Approved by Rector as the governing body for EiT

Compulsory activities



Photo: Håvard Engen

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 in villages with a written project report as a form of assessment must **present the project orally** at the end of the teaching.
- Students in villages with oral project presentation as a form of assessment must **present the project orally** during the semester, for example, midway in the semester.

The compulsory activities must be approved by the village supervisor before the final work is submitted for grading.

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 commitments 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.

Teamwork skills can only be developed when the team gathers and works together, where 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 online instead of attending in person in the village.



Photo: Liliann Eidem

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

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 work for grading. 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. Students are responsible for complying with the attendance rules. The village supervisor is only responsible for recording attendance. It is the village supervisor's faculty that decides in matters concerning attendance.

Cooperation agreement

The foundation for work in the 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.16. The cooperation agreement should be evaluated during the village period and revised if necessary. The village supervisor must approve the teams' cooperation agreements.

As a minimum, the team's cooperation agreement must cover the following points:

- Expectations for the individual's contribution during teamwork and for the final products delivered

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



Photo: Lilian Eidem

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

- Climate of cooperation – how does the team want to communicate?
- Variances/disagreements – how will these be handled?

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.

Perspective dialogue on the team process

During the completion phase, each team must carry out a perspective dialogue, as it is called in EIT. The purpose of this dialogue is to see the cooperative process of the team as a whole, to highlight key experiences, and thus to provide 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).
- All the team members participate in the dialogue.
- The dialogue is led by the village supervisor. Learning assistants can also attend, but this is not a requirement.
- 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.

Content

In the dialogue, students reflect on their cooperation, and they are encouraged 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 may be important to them in future teamwork. In total, 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 what they have

observed in the teams' cooperation before the perspective dialogue, so that the village supervisor can link the questions to specific situations in the team. To allow enough time for everyone to reflect and talk about their experiences, you can set aside up to one 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 has been more stable?
- What characterises you as a team?
- What are typical behavioural patterns and/or attitudes? Strengths and weaknesses?
- Which situations have you chosen for the process report? Has the team experienced any turning points during their teamwork?
- What actions/measures have you taken along the way?
- What has been challenging and what has been 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 would you have wanted to keep?
- What has each individual learned about themselves and about working in a team?
- What will you bring with you to future teamwork in your studies and career?

Oral presentation of the project

In villages with a written project report, the student team must present the results of their project at the end of the teaching, and in villages with oral assessment of the project, the oral presentation is carried out midway. Everyone in the team must participate in the presentation in order to get the activity approved.

The oral presentations should be related to the assessment criteria for the project (see p. 21). In this way, the connection between what students need to do and what they should learn in the course is strengthened.

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 can be invited to the presentation. This provides an opportunity for the external partner to share their views on the project's value to their activities or to society.

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

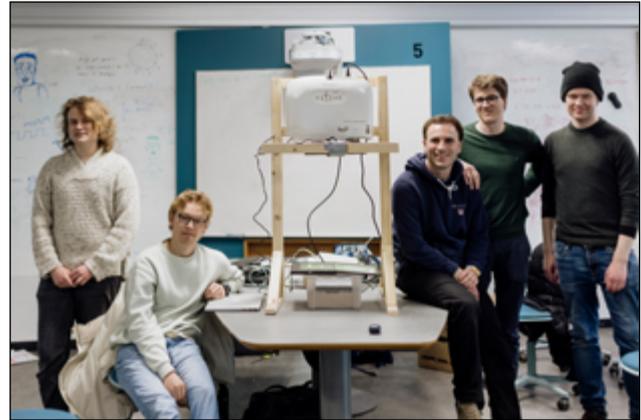


Photo: Elin Nersén

A compulsory activity in EiT is that each student team presents the results of their project

Adaptive measures and exemption

EiT is a compulsory subject, where students work in teams. For some students, the group-based approach to work in the course can present extra challenges. NTNU has a duty to provide suitable conditions for study for students with special needs, as far as is 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
- autism spectrum disorders (ASD) / Asperger's syndrome

The adaptive measures must not result in lower academic requirements for the individual programme of study (see 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 their 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 <https://innsida.ntnu.no/en/tilrettelegging>.

Exemption from the course

It is possible to apply for an exemption for students who cannot complete EiT for physical or mental health reasons. Relevant documentation (a medical certificate, statement from a psychologist, or similar) is required. A student who is granted an exemption must take another course at the 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.

Conflict management and 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 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.

Contact information

- **Experts in Teamwork Academic Section:**
kontakt@eit.ntnu.no
- **The EiT website:** www.ntnu.no/eit (Norwegian)
and www.ntnu.edu/eit (English)
- **Student Services Division disability office (NTNU Tilrettelegging):** <https://i.ntnu.no/en/tilrettelegging>

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 potential 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 agree on the measures 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 your village supervisor.

Village supervisors can find more information in the implementation chapter of the handbook for village supervisors and learning assistants.

Final work



Photo: Lilian Eiden

In the completion phase, the students work on their process report and project delivery.

Each student team must complete one project delivery (written report or oral exam) and one process report. The form of assessment for the project delivery is shown in the course description for the specific village and cannot be changed during the semester. Together, the work submitted must show what the students have been working on, and how they have developed cooperative skills in their

interdisciplinary teamwork. Note that the process report is confidential and should only be used in connection with grading.

The course description and the assessment criteria on the following pages provide the formal framework for the reports. Each final submission 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 takes place 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. 19 and 21-25.

The final deadline for the teams to hand in 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 Inspira.

The project delivery

In the project delivery, 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. In each EIT village, the project delivery consists of either a project report or an oral exam. Both variants are discussed below. (Details of whether the village has a project report or an oral examination are stated in the Online Course Planner (Emneplanlegging på Nett, EpN) in connection with the revision of courses in the autumn semester. It is not possible to change the form of assessment after the deadline for revision in EpN has expired.)

For villages with a written project report as part of the form of assessment:

The final deadline for the teams to hand in the project 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 Inspira.

The village supervisor defines the format and scope of the report. Read more about the process report on p. 21 and 26-27.

For villages with an oral project presentation as part of the form of assessment:

The project is presented on the last day of the village. Each team is given a total of 30 minutes, consisting of 20 minutes for the presentation itself and 10 minutes for questions from the examiners. We recommend clarifying in advance who will take care of the practical arrangements for the oral presentations and how the examiners will work together during the process. Presentations must normally be open to the public.

For villages with oral assessment of the project, only the process report must be submitted as written work.

Products

In addition to the project delivery, students can create a product, such as a feature article, an app for a mobile phone, a game, or a public health initiative. However, it is important to emphasise that the product itself is not included in 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 delivery so that the learning objectives and assessment criteria are met.



Students that have created a board game. Photo: Kjersti Myhr

Assessment criteria

Process report

Grade	Situations	Reflections	Theory	Actions
Grade A & B	Selects teamwork situations and describes specifically what was said and done, and how the individual members reacted (thoughts and emotions).	Analyses 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 the teamwork and learning outcome at the end of the teaching period. Supports the reflections with concrete examples from the teamwork.	Analyses own teamwork by using theory and concepts in an independent and critical manner. Theory is related to descriptions of their own collaboration.	Gives reasons for the choice of measures (actions) taken to improve the collaboration. Relates the measures to reflections on 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 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 outcomes at the end of the teaching period. Reflects on the basis of examples from the collaboration.	Explains own collaboration by using theory and concepts. Relates this to descriptions of their own collaboration to some extent.	Explains measures (actions) to improve 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.	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 outcomes at the end of the teaching period. Provides very limited support for the reflections with concrete examples from the teamwork.	Uses theory and concepts, but relates this to a small extent, or in general terms, to descriptions of their own collaboration.	Explains measures (actions) to improve collaboration. Relates the measures to a very limited extent to reflections on 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.	Reflects without using their own situation descriptions or other examples from the collaboration as basis.	Mentions theory and concepts with a lack of understanding. Does not relate these to descriptions of their own collaboration.	Does not initiate measures (actions).

The process report consists of situations, reflections, theory and actions, which 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.

The project delivery

Grade	Project presentation and interdisciplinarity
Grade A & B	<p>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.</p> <p>Describes the methods and theories used and justifies the choices well.</p> <p>Provides a clearly structured presentation of the results and discusses this.</p> <p>Reflects on the value of the results to society and discusses how it can provide benefits for others.</p> <p>Explains and discusses how the work can be continued.</p> <p>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.</p>
Grade C	<p>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.</p> <p>Describes the methods and theories used and to some extent provides reasons for the choices.</p> <p>Presents the results and discusses them to some extent.</p> <p>Discusses the value of the results to society and shows how they can provide benefits for others.</p> <p>Suggests how the work can be continued.</p> <p>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.</p>
Grade D & E	<p>Explains the problem formulation and the goal. Shows to some extent how they are linked to the village theme.</p> <p>Describes the methods and theories used.</p> <p>Provides a presentation of the results, but discusses them to a very limited extent.</p> <p>Describes to a very limited extent the value of the results to society and how it can provide benefits for others.</p> <p>Suggests to some extent how the work can be continued.</p> <p>Describes the team member's academic competence but does not show how they have applied this together as a team.</p>
Grade F	<p>Provides no clear description of the problem formulation or goals.</p> <p>Does not describe the use of methods or theory.</p> <p>Presents the results in a disorganised way.</p> <p>Does not manage to show that the project delivery is the result of shared teamwork. Does not describe the team members' academic competence.</p>

Table showing the assessment criteria for the project delivery. The delivery 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 delivery, 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 the assessment in case of reassessment of the grade. The structure of the project report, language and references may raise or lower the grade in relation to the grading scale above.

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

Explanation of the assessment criteria and content of the final work

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 and expectations for the content of the reports.



Photo: Lilian 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 as well as trying out specific measures (actions) and perspectives from the 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 characterise 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 to include what each team member has said and any thoughts the member has had 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.

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. Table of contents
2. Introduction (about 2-3 pages)
3. Teamwork situations (about 14-16 pages, 2-3 situations)
 - Teamwork situation 1
 - Teamwork situation 2
 - 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



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.

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 when they see them as a whole afterwards. It also includes their assessments and interpretations of what happened. Additionally, it involves asking questions about what they are doing and thinking, and answering these questions with a desire to better understand 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' behavioural patterns 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.

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. 13) may be relevant for the team to reflect on here. In addition, the



Photo: Liliann Eidem

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

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.

Theory

EiT is a course in which learning is based on students' own experiences from cooperation in their team. The aim is to use the theory to increase their understanding of their experiences. To achieve this,

Tip: Use the learning material

Experience shows that students often find reflection difficult. The learning materials (made available online) contain some texts and models as potential support for the students. We therefore encourage you to create an opportunity for students to become familiar with this learning material in the village.

students discuss their experiences in the light of concepts from theory. In contrast to report writing in many other courses, the process report will 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.

Actions

Measures that the team takes to improve cooperation on the project are called "actions". The team must initiate actions during their collaboration. Shared reflections in the team are the starting point for these actions. 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 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. They represent something that the team can practise 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.

The project delivery

Project presentation and interdisciplinarity

In the project delivery, the student team must describe the problem formulation and goal 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 results 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.

Suggestions for the structure of the project delivery

The project delivery can be structured in different ways. The bullet list below matches the assessment criteria and indicates a proposed sequence, which can be followed whether the project is communicated in writing or verbally.

1. Contents
2. Introduction that includes the choice of problem formulation, goals and how the project is grounded in the village theme
3. Theory
4. Methods
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

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. To achieve a good performance, it is not enough for the team to suggest what value the work might have for others or how it could be continued, without discussing these aspects.

In the project delivery, 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 the academic contributions from all the team members is a prerequisite for good performance.

Reflections on how differences in the team's fields of study have influenced the teamwork should be communicated in the process report (see pp. 18).



In the project delivery, students must describe how they have used their interdisciplinary breadth in the project work.

Carrying out the oral project presentation

The project presentations can be structured by giving each team 20 minutes to present their project, before the examiner spends 10 minutes asking questions to ensure that all assessment criteria are covered. There is scope for each village to make its own adjustments to the allocation of time between the presentation and the questions, as long as time is set aside for both of these. It is important that the examiner asks questions related to assessment criteria that the students' presentation does not cover or only covers to a limited extent, so that students get a good basis for demonstrating achievement of their goals. This means that all examiners must be thoroughly familiar with the assessment criteria before the presentations.

Below is a list of questions that may be useful for the village supervisor to consider in planning the implementation of the oral project presentation. These are based on the practice and advice of former village supervisors:

- Should the whole village attend the presentations, or only those who want to?
- How do the examiners allocate tasks and responsibilities in the assessment process between each other?
- Is there a need for practical support, such as inviting external partners or other audiences, or organising any food and drinks?
- When will the examiners be able to discuss the presentations and make their assessments? Are breaks included to allow for this during the day, or is this done afterwards?

Grading

The project delivery and process report are assessed based on the grading scale A-F. Both the project delivery and the process report count for 50 per cent 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 do not count in the final grade.

Grading

Internal grading takes place in EiT with the village supervisors as examiners for each other, across villages. This means that the village supervisor and their co-supervisor in the same village cannot carry out grading for each other. The Experts in Teamwork Academic Section organises which village supervisors will work together as examiners. External examiners cannot be used in connection with the process report, but for the project delivery the village supervisor can use an expert in the subject outside EiT as an examiner (for example, from the village supervisor's own department).

The village supervisors agree among themselves how they will work together for the grading process. The village supervisors usually grade both the project delivery and the process reports jointly, and they set the final grade for the process report and the project delivery, respectively, for each student team together. In cases of disagreement, the external examiner's vote has the greatest weight. The grading must be planned in good time, and all the village supervisors are collectively responsible for ensuring that all the student teams in their villages are assessed.



Photo: Liliann Eidem

In EiT, village supervisors serve as examiners for each other.

The learning assistants must not participate in grading, and they must not comment on the final work. The individual village supervisor is responsible for the implementation of grading in their own village.

The deadline for submission of the student teams' reports is the same in all villages (intensive and semester-based, respectively). They thus also have a common deadline for grading, which under the Act Relating to Universities and University Colleges is three weeks after the deadline for submission. As in other courses, the village supervisor is responsible for recording the assessment in Inspira Assessment. The deadline for grading for the current year is published at www.ntnu.edu/eit.

Joint assessment meeting

The aim of the meetings is to provide support to the individual in using the assessment criteria to assess the final work, and to contribute to creating a common assessment practice across the villages in EiT. The date for assessment meetings for the current year is published at www.ntnu.edu/eit.

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 for a written submission, 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. It is not possible to appeal against the grade for the oral exam. However, the student has the right to complain about procedural errors in the way that the assessment took place, for example, if the fire alarm goes off during the presentation. Read more about explanations of grades and appeals on Innsida.

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 experiential 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 experiential 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



Photo: Liljann Eidem

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, information exchange, the indoor climate of the village room, whether the village supervisor has been available, the contribution of learning assistants to students' reflection on the interaction, the learning materials and the cooperation with external partners.

The village supervisor is responsible for conducting evaluation of the course. The Experts in Teamwork Academic Section recommends doing this 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 will be enough.

Proposal for carrying out reference group meetings:

1. Each student team 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 agenda items for the reference group meetings, so that students have an opportunity to prepare their feedback.
3. The village supervisor has a meeting with the reference group representatives. Each of the representatives presents views from their team.

In addition to the meetings, the reference group must prepare a report that is written and submitted using the KASPER system for study



It is recommended that each team selects one representative for the reference group meetings, who collects and presents views from their team

Photo: Elin Iversen

programme management. The reference group should present 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 for the reference group meeting:

- How is the indoor climate in the village room (size, air quality, lighting, noise, fittings and furniture, etc.)?
- Are the expected learning objectives in EIT communicated effectively?
- Have the times for attendance and plans for the village been communicated clearly enough?
- Do the learning activities suit the learning objectives for 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 collaboration functioning?

ntnu.edu/eit