**Reference group report for Experts in Teamwork**

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| **Dates of reference group meetings held:****Course code and village theme:****Academic year: Intensive/semester-based: Norwegian/English:****Students who have participated in the reference group. Name and programme of study:** |

**Procedure:**

1. Each student team selects one student to represent them in the reference group.
2. In planning the village days, allow for a session (approx. 20 min.) where the teams may discuss and decide what they wish to bring to the reference group meeting(s).
3. The village supervisor meets with the teams’ representatives (minimum one meeting, village day 7 or 8). The learning assistants may participate.
4. The reference group writes one report, see next page. The report should focus on constructive feedback based on the learning outcomes and the learning activities.

**Learning outcome for EiT in the spring of 2016**
In Experts in Teamwork, the student will learn to communicate and cooperate in a way that enables him or her to contribute to comprehensive solutions, job satisfaction and learning in interdisciplinary project work later in their professional life.

This means that:

* The student will gain insight into how his or her behaviour and attitude can influence teamwork.
* The student is to be able to see his or her own cooperation from a metaperspective in order to understand how they communicate, plan, decide, solve tasks, handle disagreement and relate to professional and personal differences.
* The student is to be able to sustain and strengthen initiatives that stimulate cooperation or change patterns of behaviour where necessary.
* The student is to develop a conceptual framework and be able to apply basic group theory to describe specific cooperative situations.
* The student is to develop a new perspective on their academic competence by communicating and applying it.
* The student is to be able to cooperate with people from other subject areas to take advantage of interdisciplinary expertise.

**Examples of questions:**

* Are the expected learning outcomes in EiT communicated effectively?
* Are the learning activities appropriate to the learning outcomes expected from the course?
* Have the times for attendance and plans for the village been communicated clearly enough?
* 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?
* If the village has external partners, how well is the cooperation working?
* How is the indoor climate in the village room (size, air quality, lighting, noise, fittings and furniture, etc.)?

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| **The reference group's report on the quality of the learning activities in the village (including activities related to both project and process):** |

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| **Measures that may enhance the learning outcomes, as proposed by the reference group:** |