

## Expert in Teams (I002860)

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|--------------------|--|--------------------|-------|
| <b>Course size</b> | <i>(nominal values; actual values may depend on programme)</i> |                    |       |
| <b>Credits 7.5</b> | <b>Study time 200 h</b>  | <b>Contact hrs</b> | 80.0h |

### Course offerings in academic year 2022-2023

|                |         |      |
|----------------|---------|------|
| A (semester 2) | English | Gent |
|----------------|---------|------|

### Lecturers in academic year 2022-2023

|                              |                             |
|------------------------------|-----------------------------|
| Hollekim Bringslid, Ingeborg | TRONDH01 lecturer-in-charge |
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### Offered in the following programmes in 2022-2023

|   | crdts | offering |
|---|-------|----------|
| <a href="#">International Master of Science in Health Management in Aquaculture</a> | 7.5   | A        |

### Teaching languages

English

### Keywords

Student cooperation, interdisciplinary teamwork, cooperation in project, reflections in teams and individually, final report

### Position of the course

In Experts in Teamwork, students develop teamwork skills by reflecting on and learning from specific situations of cooperation in carrying out a project. Students work in interdisciplinary teams with participants from diverse programmes of study. Interdisciplinary teamwork is used as an opportunity to develop collaborative skills that make teamwork more productive. Relevant problem areas from civic and working life form the basis for teamwork, and the results achieved by the teams are used to benefit internal and external partners (<https://www.ntnu.edu/eit/course-description>)

### Contents

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, two learning assistants in each village facilitate the student teams.

Each village has a broad 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 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.

Students submit their preferences for five villages in order of priority by 1 November each year. To ensure interdisciplinary 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.

One relevant EiT course is Sustainable Aquaculture in Future Feed Production. (<https://www.ntnu.edu/studies/courses/B12097/2020/2#tab=omEmnet>)

### Initial competences

*Competence for admission to EM AquaH study program* and first semester courses at UGent are well acceptable. 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 must be qualified for admission to a master's programme in order to participate. Students must be able to speak the language of instruction (Norwegian or English).

### Final competences

- 1 Students have gained knowledge about group processes and are familiar with key concepts and prerequisites for good teamwork.
- 2 Based on experience from the team, students can describe the prerequisites for good interdisciplinary teamwork.
- 3 Students have insight into how their teamwork is influenced by their own behaviour patterns and attitudes, as well as those of others.
- 4 Students can apply their academic learning in cooperation with people from other subject areas, and jointly define problems and find solutions to them.
- 5 Students can apply fundamental group theory and concepts to describe their own specific collaborative situations.
- 6 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.
- 7 Students can provide feedback to the individual team member and to the team as a whole and can reflect on feedback from the team.
- 8 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.
- 9 Students have extended their perspective on their own specialized knowledge in their encounter with skills from other disciplines.
- 10 They can communicate and apply skills they have developed in their own field in collaboration with students from other disciplines.
- 11 Students can collaborate with people from other disciplines, and they can contribute to realizing the potential of their combined interdisciplinary expertise.

#### **Conditions for credit contract**

This course unit cannot be taken via a credit contract

#### **Conditions for exam contract**

This course unit cannot be taken via an exam contract

#### **Teaching methods**

Lecture: plenary exercises, Group work, Guided self-study, Lecture, Project

#### **Extra information on the teaching methods**

The learning method in EiT is experience-based. An important part of the learning process is the situations that arise as the team works together. Students develop skills in collaboration by reflecting on these situations throughout the project life cycle. Team members perform reflection activities together, stimulated by facilitation, writing down reflections, exercises in teamwork, and feedback. The EiT staff create the professional foundation for facilitation, which is carried out by the village supervisor and learning assistants.

Teaching consists of both teacher- and student-led 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 prepares 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, not relevant for AquaH students). The student team is responsible for following up the cooperation agreement and for revising it if necessary.

The members of the student team are facilitated while they work. Facilitation involves being observed and receiving feedback on the interaction in the team. Students write both personal reflections and team reflections. Reflections initiated by facilitation and writing of reflections provide the basis for understanding how the individual member's actions influence the teamwork. The team must initiate actions that increase its awareness of its teamwork, and take action to improve its teamwork if necessary. What is meant by actions is defined in the assessment criteria. The effect of the actions must be evaluated.

Semester-based villages: Attendance each Wednesday throughout the semester (time: 08:00-16:00)

#### **Learning materials and price**

No additional costs beyond the free-of charge references below

#### **References**

- Book of Reflections for students in Experts in Teamwork, distributed at the start of studies
- Guide for Students: Experts in Teamwork, which is available at the EIT website
- Compendium for students in Experts in Teamwork, which will be made available digitally

**Course content-related study coaching**

Academic advisers are responsible and additional student advisers take part in all weekly lessons

**Assessment moments**

continuous assessment

**Examination methods in case of periodic assessment during the first examination period****Examination methods in case of periodic assessment during the second examination period****Examination methods in case of permanent assessment**

Report, Participation, Oral examination, Assignment

**Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible

**Extra information on the examination methods**

Compilatory assignments:

- Attendance
- Preparation of a cooperation agreement between the members of the student team during the first two village days.
- Oral presentation of the project and 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. Participation by the entire student team is a prerequisite.

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 learnt 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: Experts in Teamwork.

**Calculation of the examination mark**

The final project report and process report by the student team are assessed in relation to the grading scale A–F. The team receives one common grade.

The project report and the process report are each 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.

*Students who eschew period aligned and/or non-period aligned evaluations for this course unit may be failed by the examiner.*