

## Expert in Teams (I002860)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 7.5** **Study time 200 h**

**Course offerings in academic year 2024-2025**

A (semester 2)      English      Gent

**Lecturers in academic year 2024-2025**

Klingsheim, Karl      TRONDH01 lecturer-in-charge

**Offered in the following programmes in 2024-2025**

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

**Teaching languages**

English

**Keywords**

**Position of the course**

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.

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 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 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 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.

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).

## Contents

Students in this village will work in interdisciplinary teams to examine how capacity building could facilitate conservation and sustainable use of biodiversity and ecosystem services. There is a great deal of flexibility to develop a project that aligns with students' own interests and skillsets.

We encourage students to develop a project within one of five broad project themes:

- Sustainable urban development
- Sustainable agricultural production
- Biodiversity resilience to global changes
- Responsible ecotourism

At the same time, we encourage students to think outside the box and bring their own ideas and perspectives to the topic.

Students are welcome to seek out external partners to inform their project development, and are encouraged to develop projects with real-world relevance.

Village supervisors can assist with forming connections to external partners.

### Approach/Goal

Education: Increasing society's competence and understanding of environmental issues

Access to existing knowledge: Making data on biodiversity and ecosystem services accessible to those who can use it

Building the knowledge base: Producing new relevant scientific knowledge for policy and management needs

Research: Connecting research with management needs

Communication: Communicating with decision makers and the public

Internationality: Participation in international assessment processes

Equity and environmental justice: Reducing inequities in environmental health and empowering all to participate in local environmental management

Networking: Sharing knowledge, cooperation, establishing connections

Creating resources: Securing funding and legislation changes for more effective management

## Initial competences

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.

Students from all backgrounds are welcome to join this village - provided they aspire to be part of the solutions, rather than the problems, associated with how we use and dispose of plastics in a greener and more circular economy. Envisioning sustainable solutions and exploring new business opportunities require ideas and insights from all disciplines!

## Final competences

### 1 Knowledge

- 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 Skills

- 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 constructive 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 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.
- 10 • Students can collaborate with people from other disciplines, and they can contribute to realizing the potential of their combined interdisciplinary expertise.

# 11 Experts in Teamwork - Plastic Free Oceans

The aim of this village is to provide significant and sustainable reductions in plastic waste and marine pollution by motivating and equipping innovators and future leaders to;

- 1 explore business opportunities in plastic waste management,
- 2 effectively prevent more with plastic pollution to occur, and
- 3 fill in holes in the global knowledge base.

### 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

Group work, Lecture, Independent work

### Extra information on the teaching methods

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 practicing 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.

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 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.

All lectures, presentations, and team discussions will be in English. Village

interactions will primarily take place "in person", augmented with online presentations and digital tools. Every student must have a computer with camera and microphone.

The village will interact with the "Interns for Sustainability" project under [NTNUs Action Ocean Plastic Waste](#), working closely with [Sustainable Seas Trust](#), who is leading the charge for Africa against eliminating plastic leakage into the environment and ocean. Businesses and other NGOs are invited to provide practical, operational, and real-life exposure and experience. These external partners are also encouraged to consider engaging our villagers for summer jobs and internships, thereby facilitating in-depth pursuit of particular challenges or innovative solutions in subsequent project work and master theses.

### Study material

None

### References

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

### 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

Oral assessment, Participation, Presentation, Assignment

### Possibilities of retake in case of permanent assessment

examination during the second examination period is possible

### Extra information on the examination methods

## Compulsory assignments

- Attendance is compulsory.
- The student groups must draw up a cooperation agreement between the members of the student team during the first two village days.
- The student groups 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 prerequisite that the entire student team participates.

## 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".

## 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.

#### Calculation of the examination mark

### 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.

Evaluation of the project (accounting for 50% of the team's grade) will be based on **oral examination supported by a poster** created by the team - rather than a full written project report (as in most other villages).