**SKILLS DEVELOPMENT SERIES (STRIPES 2021: Comenius Project) – 1. Setting Expectations and Making Agreements**

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| Name of Facilitator: | - | Date: | - |
| Faculty: | For Interdisciplinary Projects or Collaborations | Educational programme: | Any |
| Course/module: | Any | Type of lecture: | (Micro) Skills Workshop/ facilitation |
| Theme of lecture: | **Setting Expectations and Making Agreements** | Group size: | Any |
| Learning objectives: | After this micro-session, students are able to…   1. …come to a consensus on quality of work, behavioural norms (deadline, modes of communication, unacceptable behaviour etc.), organization and any other relevant points. 2. … draw up a formal or informal agreement on the above points. (Template provided or students use own.) | | |
| Preparation: | Students: none  Teacher: Paper printouts of ‘Activity Scenarios’ and blank agreement templates, digital version of ‘Activity Scenarios’ blank agreement templates (shared on an accessible app like Padlet or saved on Canvas, PowerPoint presentation 1: *Setting Expectations and Making Agreements.* | | |

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| **TIME** | **Instructional function\***  **[purpose of instruction/ tasks/ etc.]** | **Educational activity**  **[The teacher does… ]** | **Student activity**  **[The students do..]** | **Extra information** |
| 6 min. | *Introduction* | Emphasize importance of groupwork in this interdisciplinary context. (Learning from each other, trying new methods, creating better solutions, networking etc.) | Students talk to person next to list the benefits and possible challenges of an ID teamwork. | Script is in the slides.  Make clear what the purpose if today’s session. |
|  |  | Remind students to take this groupwork seriously – it is a small world, you will very likely meet these people again (LinkedIn etc.) do your best – no freeriding! | Students take 1 minute to think about a project situation that went really well and one that had aspects that went badly. Students share with their groups for 3 minutes. |  |
| 5 min | Core: Agreement prompts | Give students examples of aspect of the process part of the project that may need attention. (teacher asks open rhetorical questions to stimulate students to start to define what they want out of the teamwork.) | Students listen and process. | E.g.  All ideas and contributions in the group will be valued.  The work will be divided evenly among the group.  Group members will take turn chairing group meetings.  Members who cannot attend meetings will provide notice in advance.  Notes will be taken during meetings and circulated by email.  Ground rules will be reviewed several times throughout the project.  Problems will be addressed in the group as they arise.  Sexist and racist comments are not permitted.  Tasks should be completed by the agreed dates.  (ground rules or group contracts  individual members' roles  individuals' responsibilities  guidelines for group meetings, etc.) |
|  | Agreement Task | Teach give students option to do scenario cards or to start directly on making agreement. | Students choose to do scenario first or move directly to compiling agreement. | Scenario cards (to do)  Template agreement  Agreement prompts |
|  |  | Teacher shows basic outline for an agreement. Students can use this or make their own/add own points.  Finishes off (recap) and give instructions for students to spend next X minute creating their own agreements. | Students work together to articulate and define how the project work will be defined with regard to organization, management, time, quality, respect, etc… | The communication processes they will use (e.g. how often they will meet, how they will manage group emails and group documents)  what their group values are (e.g. honesty, good listening skills, meeting deadlines)  how they will avoid issues such as members arriving late to meetings, members not completing work in time. |