

Appendix 4: Example of discussion:

Example 1: Role of the supervisor

When discussing the role of the supervisor we agreed that a “Guide/Explorer” role was suitable. However, we also concluded that some of the time we actual work more like an “Expert/Novice” and spend most of the supervision on talking about technical stuff. This means that there is a tendency to neglect focus on general stuff on for example how to conduct a project, how to write a report, and how to do a time plan. This discussion may be linked to the discussion we had about “wether a supervisor should only supervise projects dealing with topics which the supervision is an expert in”. If the supervisor is too much an expert we identified a risk that the supervisor may “forget” to supervise on the non-technical stuff, and be too interested in the technical details. After these two discussions, we agreed to make an action point from the workshop: “On the next supervision meeting we focus on the formalities of the report that the students are to hand in; number of pages, what to include in the main report and what to put in appendices, align if the timeline in the report should follow the time line in the project”

Example 2: Process and expectations

The students were asked to consider if they prefer to have a learning process like scenario A or scenario B.

7) Marker det billeder der bedst beskriver den proces du gerne vil følge i dit projekt:

A:	B:
 <p data-bbox="231 1585 751 1749">Fra første dag er der en klar plan for hvordan jeg kommer fra start til mål. Projektet kan planlægges i nøje detaljer, og retningen frem mod den endelige aflevering er tydelig fra starten.</p>	 <p data-bbox="815 1585 1362 1749">Projektet kan ikke planlægges i nøje detaljer fra starten. Undervejs opnår jeg nye indsigter, som ændrer retningen på projektet. Det er usikkert hvordan projektet ender, og hvilke veje der betrædes frem mod mål.</p>

The students' choices have a predominance of scenario B, but since the project must be assessed and they want to achieve a good grade for their final bachelor project, they are inclined to choose a project that has a predominance of scenario A.

This gave rise to a dialogue about expectations and alignment: What is most important for the students? That they learn the most or that they achieve a good grade? Is it correct that there is a greater risk of getting a worse grade with a project similar to scenario B? From these questions we had a good discussion on whether a well-documented negative result can also lead to a good assessment - and that one might not need to be afraid of diving into deep water with a process like scenario B.