



SHARING ECONOMY – SMART ECONOMY BUILDING A SUSTAINABLE FUTURE

7,5 credits

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LAHTI, HENNA

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1. Presentation of the course

“By 2050 the number of people living in cities will have nearly doubled, from 3.6 billion in 2011 to more than 6 billion. Yet the world’s urban areas are already overcrowded and, particularly in developing countries, suffer from shortages of clean water, electricity, and other resources essential to the support of their exploding populations and fragile economies” (Macomber 2013, 4).

The escalating growth of earth’s population has led to an expanding need for more resources. Today the population is close to 7.5 billion (Worldometers 2017). The world’s population growth has created a tension between the increasing resources usage and the resources the earth can provide.

People tend to move to the cities because of employment opportunities and the lifestyle the city can provide. This, in part, has led to the situation that more than half of the world’s population are living in the cities causing overcrowded urban areas (United Nations publication 2011). Also, the refugee flux to Europe, which is not about to diminish yet, will affect especially the cities of the host countries. Each city is formed and influenced by the city governments, the companies and the people who live there.

Thus, not only is this big growth in population leading to a dramatic rise in consumption of natural resources, but it is also putting pressure on the cities. Because of the expansion in population growth, researchers, politicians and practitioners have called for a strategy on the sustainable use of natural resources to avoid the creation of irreversible climate changes. This strategy, when implemented, will revolutionise our way of thinking, production of goods and consumer behaviour.

“Europe currently loses around 600 million tonnes of materials contained in waste each year, which could potentially be recycled or re-used. Waste prevention, eco-design, re-use and similar measures could bring net savings of €600 billion, or 8% of annual turnover, for businesses in the EU, while reducing total annual greenhouse gas emissions by 2-4 %” (European Commission press release 2015).

1.1 Course content

This NordBiz Intensive Course is a unique course in Smart Business, which is a joint course in the NordBiz network of universities from Denmark, Estonia, Finland, Iceland, Latvia, Lithuania, Norway and Sweden. **The aim of the course** is to introduce a Nordic-Baltic business perspective to smart cities and sharing economy and give the students the possibility to work in a multicultural environment and create their own network of future business people during the course.

After having completed the course, the students should have an improved ability to work with smart economy issues in cooperation with companies. Moreover, the students should have an improved ability regarding written and oral presentation.

The course will contribute to insight in other kinds of organizations, public and non-governmental, and their role and interplay with companies. Civil society organisations can play an important role in supporting the integration of asylum seekers and refugees. Furthermore, as a result, the ideas, principles and practices of Smart Cities and Sharing Economy could be transferred to the thinking and operations of companies and organisations, creating them competitive advantage, new growth and even job opportunities.

The students should, after the course, have a thorough understanding of sustainable and environmental principles, and what the neglecting of these might lead to, an improved ability to work with issues related to these in practical cooperation with companies/organizations, and possess skills to be able to communicate this information effectively in writing and in discussions and oral presentations.

The course will focus on how consumers, companies, public organizations and voluntary non-profit organizations look on resources, digitalization and the urbanization processes. These organizations represent different sectors in society, the profit sector, non-profit sector and the public sector, which in turn represent different institutional logic.

Another theme will cover companies that have created or implemented new smart innovations to improve their environmental performance or resource efficiency in the society. These innovations are not only products, but also new service concepts or business models that strive to achieve a much higher level of resource sharing and efficiency in business than traditional solutions. This complex and interconnected field will be studied and critically discussed during the course.

The theoretical framework is based on social science theories. The students will practically work with related issues in cooperation with companies or voluntary organizations regarding their work with environmental and social issues.

1.2 Structure of the course

The course consists of two different parts:

- A. **Case report:** At the beginning of the course, the students prepare a country case report at their home university. The case report is focused on how companies/organizations/municipalities in their home country deal with the topics of this course. The findings in the case report will be presented and graded during the first part of the intensive week.
- B. **Intensive week project (IWP report):** During the intensive week, the students will be working in multi-cultural groups preparing a project, which will be presented and graded at the end of the course.

1.3 Learning objectives

The student should after the course be able to:

- Apply perspectives from management, digitalization and organizational theories to investigate the opportunities and hindrances for a sustainable future in urban environment.
- Critically analyze and evaluate information in relation to sharing economy and smart cities.
- Demonstrate knowledge and understanding of the purpose and the meaning of urbanization and resource sharing for businesses, as well as for public and non-profit organizations in the changing international society of today.
- Demonstrate knowledge and understanding of the complex relation between economy, technology and society, between digitalization, environment and development on local, national and global level.
- Demonstrate an understanding and awareness about culture and communication between people from different backgrounds.
- Carry out qualified project tasks within a limited time frame.
- Orally and in writing, present and discuss conclusions in relation to the knowledge and arguments they are based upon.
- Communicate and in practice cooperate with different involved stakeholders.

1.4 Teaching methods

During the intensive week students and teachers from eight different countries/universities meet for project work and tutoring, workshops/seminars, presentations, company visits and guest lectures.

1.5 Pre-requisites

Business Administration 60 credits with *gradual* progression; at least 45 credits must be completed at the beginning of the course.

1.6 Examination

<u>Examinations</u>	<u>Weight</u>
Case report	40%
Presentation case report	10%
Intensive program (IWP) project	35%
Presentation project	15%

1.7 Marks

Since the course is given in English, grades are translated to the ECTS grading system.

1.8 Literature

The literature list below is mandatory and part of the literature review for the case report:

- 1) Cologne Institute for Economic Research. *Collaborative Business Models and Efficiency Potential Efficiency Gains in the European Union*.
<http://ec.europa.eu/DocsRoom/documents/16954/attachments/1/translations>
- 2) Gil-Garcia, J. R., Pardo, T. A., & Nam, T. (2015). What makes a city smart? Identifying core components and proposing an integrative and comprehensive conceptualization. *Information Polity*, 20(1), 61-87.
- 3) Govada, S. S., Spruijt, W., & Rodgers, T. (2017). Smart City Concept and Framework. In *Smart Economy in Smart Cities* (pp. 187-198). Springer Singapore.
- 4) Kathan, W., Matzler, K., & Veider, V. (2016). The sharing economy: Your business model's friend or foe? *Business Horizons*, 59(6), 663-672.
- 5) Martin, C. J. (2016). The sharing economy: A pathway to sustainability or a nightmarish form of neo-liberal capitalism?. *Ecological Economics*, 121, 149-159.
- 6) McLaren, D., & Agyeman, J. (2015). *Sharing cities: a case for truly smart and sustainable cities*. MIT Press., 1-20. – INTRODUCTION CHAPTER
- 7) Muñoz, P., & Cohen, B. (2017). Mapping out the sharing economy: A configurational approach to sharing business modeling. *Technological Forecasting and Social Change*.
- 8) Stratigea, A., Papadopoulou, C. A., & Panagiotopoulou, M. (2015). Tools and technologies for planning the development of smart cities. *Journal of Urban Technology*, 22(2), 43-62.
- 9) Sundararajan, A. (2016). *The sharing economy: The end of employment and the rise of crowd-based capitalism*. Mit Press.
- 10) Van den Bergh, J., & Viaene, S. (2016). Unveiling smart city implementation challenges: The case of Ghent. *Information Polity*, 21(1), 5-19.

Useful Links:

- An Animated Overview of the Sharing Economy: <https://www.youtube.com/watch?v=yy7MH9TyZck>
- European Commission – Collaborative economy:
http://ec.europa.eu/growth/single-market/services/collaborative-economy_en
- Video introduction to Collaborative Economy (Council of the EU):
<https://www.youtube.com/watch?v=K26oSmXxiNg>
- Video Cases: Collaborative economy entrepreneurs describe their business model and talk about the most inspiring issue and the biggest challenge:
<https://www.youtube.com/playlist?list=PLmwl0nkG0dPFQ-svngDBLTkxnvDkChqq2>
- TED Talk about Sharing Consumption:
https://www.ted.com/talks/rachel_botsman_the_case_for_collaborative_consumption/up-next
- Video: VisionCritical - The Collaborative Economy – Alexandra Samuels discusses how to compete with Uber and Airbnbs of your industry:
<https://www.visioncritical.com/resources/how-to-compete-collaborative-economy/>
- Danish strategy for sharing economy (in Danish):
<https://www.regeringen.dk/media/4151/strategi-for-vaekst-gennem-deleoekonomi.pdf>
- Smart Cities: Solving Urban Problems Using Technology:
<https://www.youtube.com/watch?v=nnyRZotnPSU>

2. Guidelines for Case report

The purpose of the case report is to create a detailed and multi-viewpoint description of companies, organizations (for or non-profit) or municipalities that use principles of Sharing Economy to make a city smarter. The students must describe a company/organization/municipality which is based on the principles of sharing economy and that fits following criteria:

- The company/organization/municipality was started in: Iceland; Norway; Sweden; Finland; Lithuania; Latvia; Estonia; Denmark.
- The case must relate to the principles of **sharing economy**.
- The case must be related to making cities smarter and economically, environmentally and socio-culturally sustainable.
- The company/organization/municipality should improve city living in one of the four areas:
 - Housing and infrastructure, e.g. information about premises
 - Transportation, e.g. public transportation, real time traffic situation, car sharing, etc
 - Services (whatever services you may find in a city)
 - City activism, e.g. peer-to-peer services, connected social entrepreneurship, etc.
- It should not be a well-known, multi-million-EURO enterprise (no Uber, Airbnb, etc.)

The students **must conduct primary research** (interviews, surveys, etc.) with stakeholder representatives and complement with other sources. The case report should account for different viewpoints of stakeholders impacted by sharing economy case example.

The purpose of the case report is to provide very deep understanding of the sharing economy example, issues it faces and connect it to theoretical frameworks provided in reading articles.

2.1 Case structure

PART I: Literature review

- a. Critical reflections about the area of the Sharing Economy/Smart Economy/Smart Cities.
- b. A detailed description of an example from sharing economy impacting smarter cities.
- c. Critical exploration historical development

PART II: Case Description

- a. Select at least two companies/organizations/municipalities and select relevant parameters from the literature review in part I - factors; categories; etc. - that are comparable between the different organizations. Compare the selected cases using these parameters.
- b. How do these selected cases contribute to make cities smarter (what is the big idea)?
- c. Identify stakeholders: users, providers of resources, organizers, communities, who are impacted and what is their perspective:
 - i. Benefits/losses for stakeholders
- d. Review and analyse the environment (macro and micro) of the selected cases.
- e. Threats for typical companies/organizations (if any present).
- f. The organizational/business model of the sharing economy example.
- g. Estimate which initiative is/will be the "smartest" and sustainable in terms of economic, environmental and/or socio-cultural impact.
- h. Give your suggestions for improvements for only one of the initiatives.
- i. Current and future challenges for the platform and stakeholders involved.

2.2 Requirements for the paper

Please make sure that your work is also based on theory including the articles that have been assigned (see p. 3 for literature list). Additional theoretical insights would be beneficial for the report. You are expected to argue for your choices throughout the report. You must explain the theories but also use them in the analysis of the case. Use the literature as a framework for the descriptions and give references to the course literature and other literature you find relevant. Hence, find support for your discussion in theories, models and discussions in the literature.

Writing a paper, you should collect and use primary data (interviews, surveys, etc) of all key stakeholder groups, which gives sufficient information to reflect their viewpoints. To collect information about the company you should use both primary and secondary data.

Primary data: You should make at least one interview with a manager from each company/organisation/municipality. The interviews should be recorded and **be transcribed into English or provided through an interview protocol as appendices**.

Secondary data: Desk research (including any published articles, books, reliable internet sources).

The report should be possible to understand by a person who has not attended the course and who is not familiar with the theories. The case report will be presented by the groups and all group members according to the scheduling at the intensive week. The case report and the oral presentation will be graded by the teachers during the intensive week.

2.3 Format requirements

- No of pages: 20-40 (figures and tables shall be included in the main text while appendixes [interview transcriptions] are excluded). Figures and tables are a way of saving space; however, the text shall be well structured, clearly written with clear argumentation.
- Times New Roman, 12 pt.
- 1 ½ line spacing
- 2,5 cm margins

Your case report should comply with formal academic standards. It means that you are expected to document what you are writing – either by referring to the groups' own research or by referring to the course literature and other literature that you find relevant.

Check into the *authenticity* and *reliability* of your sources and evaluate them according to authenticity, time, context, etc.

You should reference all information that you use in your report, including unpublished work, such as thesis, published work and materials found on the Internet. Make sure your references are clear, consistent and correct throughout the report. **Please notice: Copying information and making it as part of your work (i.e. plagiarism) without giving reference is not allowed and will result in a failing grade.**

Citations should be made with a clear notion (quotation marks) and with a reference to the original text including page number. In this course, we prefer that you use APA style: <https://www.usq.edu.au/library/referencing/apa-referencing-guide>

An alphabetical and extensive bibliography (i.e. list of references) should be added to your report, containing all textbooks, monographs, edited books, articles, electronic journals, websites etc. that have been used by the group.

2.4 Oral presentation

Presentation requirements:

- Time of presentation: 20 min / questions 10 min = 30 min per one group
- All students must be active in the presentation.
- Attire should be "Business professional"
- Presentation must be ready on presentation computer before the presentation day starts. No changes are allowed after submission of the presentation.
- It is recommended that students submit a slide hand out to evaluators.
- If students decide to use their own computers, it is their responsibility that the computer works in the presentation room.

2.5 Prevention of freeriding

Earlier we have had cases of problems with free riders in this course. Therefore, we want all groups to create and reflect on how you should work and what consequences for example social loafing can have on individual students.

A) Group contract

Before starting the work with your country report, you shall write a group contract. The group contract should focus on how the group should work during the course. At the end of this course information you'll find an example on how your group can create a group contract (the art of writing a group contract). Please follow the instructions. We want all groups in the course to create one. Scan the original agreement and send it in pdf to Anna Pajari (Anna.Pajari@lamk.fi) before March 1. We also want a group contract for the intensive week. That group contract you should create and deliver to your teachers/supervisor at location of the course.

B) Grading of each other

Each group creates a table where you as a group give each member individual grades (both for the group that writes the country report and for the group during the intensive week). Use the words "Poor", "Fair" "Good" and "Excellent" and motivate and argue why it is so related to your group contract. We want all members of the group to sign the document and give it to the teachers/supervisors during the intensive week. If you as an individual student don't agree with your fellow students you can make a reservation in the text and motivate your position.

2.6 Deadlines

An important part of the course is the case report. Start to work with this as soon as possible.

You should submit the draft version of the report on the web for comments/feedback from teachers and students no later than **March 19**.

Comments by teachers will be sent to the students by **March 25**. The feedback from students and teachers should be used for finalizing the reports.

The final version of the case report and transcribed interviews/interview protocol shall be sent to Anna Pajari (Anna.Pajari@lamk.fi) and uploaded to the course file in Dropbox no later than **April 2 at 16.00** (Finnish time). You will present your paper at location of the course **April 7-15** and therefore we want your presentation material to be sent no later than **April 6 at 16.00** (Finnish time) to Anna Pajari (Anna.Pajari@lamk.fi).

2.7 Evaluation and grading

Grades are given by the teachers, both the written reports (Case report and Intensive program report) and the oral presentations.

2.8.1 Oral Presentation Evaluation Criteria

Score		Criteria	Excellent 100%	Good 75%	Fair 50%	Poor 25%
Given	Max					
	20	Organization	20 Consistently clear, concise, well organized. Points were easy to follow because of the organization. Transitions between sections smooth and coordinated.	15 Usually clear, concise, well organized. Most of the presentation was easy to follow. Transitions between sections usually coordinated.	10 Not always clear or concise. Organization was adequate, but weak. Occasionally wandered and was sometimes difficult to follow. Transitions between sections weak.	5 Often unclear and disorganized rambled too much. The presentation was confusing and difficult to follow. Transitions between sections awkward.
	10	Creativity	10 Very creative and original. Imaginative design and use of materials. Novel hand-outs, visual aids, or methods.	8 Exhibited some originality and creativity.	5 Routine treatment, minimal thought given to originality or creativity.	3 Lacked creativity. Very ordinary and mundane.
	15	Visual aids	15 Simple, clear, easy to interpret, easy to read. Well-coordinated with content, well designed, used very effectively. Excellent example of how to prepare and use good visual aids.	11 Usually clear, easy to interpret, easy to read. Generally well-coordinated with content, design was okay, generally used effectively. Demonstrated some understanding of how to use visual aids.	8 Marginally acceptable, too complex, crowded, difficult to read or interpret. Adequate coordination with content. Used only adequately. Showed little understanding of how to prepare and use visual aids.	4 Poor quality visual aids (or none), hard to read, technically inaccurate, poorly constructed. Poor coordination with content. Used poorly. The presenter did not seem to know how to prepare or use visual aids effectively.
	20	Stage presence	20 Excellent stage presence. Confident, used, notes well, at ease, excellent gestures, good audience, attention, good eye contact.	15 Good stage presence. Fairly confident, used notes fairly well, good gestures, acceptable audience attention and eye contact.	10 Adequate stage presence. Read parts, fumbled with notes, several distracting mannerisms, minimal gestures, minimal eye contact, too many ums.	5 Poor stage presence. Unprepared, awkward, shuffled papers, poor eye contact, lots of um=s, turned from audience to read overheads, shuffled feet, fidgeted. Poor gestures.
	20	Topic knowledge	20 Displayed an excellent grasp of the material. Demonstrated excellent mastery of content, application and implications. Excellent research depth.	15 Displayed a general grasp of the material. Demonstrated good mastery of content, application and implications. Good research depth.	10 Displayed some grasp of the material. Demonstrated adequate mastery of content, application and implications. Research not very deep.	5 Displayed a poor rasp of the material. Demonstrated a superficial handling of content, application and implications. Little depth of research.
	15	Summary	15 Clear, concise, major points emphasized, clear recommendations, strong conclusion or call for action.	11 Referred to main points, recommendations weak or missing, weak conclusion or call for action.	8 Vague mention of major points, no recommendations, weak conclusion, weak or no call for action.	4 No summary, no recommendations, no conclusions, no call for action.
	% of 100%					

2.7.2 Written Case Report Evaluation Criteria

Score		Criteria	Excellent 100%	Good 75%	Fair 50%	Poor 25%
Given	Max					
	15	Structure	15 Presentation is clear and logical. Reader can easily follow line of reasoning. Logical connection of points.	11 Presentation is generally clear. Sentence flow is generally smooth. A few minor points confusing or not clearly connected.	8 Reader can follow presentation with effort. Structure not well thought out. Points are not clearly made.	4 Presentation is very confused and unclear. Reader cannot follow it or deduce the main points presented.
	10	Style	10 Level is appropriate for presentation of scientific results. Writing is free of errors in grammar, punctuation, spelling. Flows smoothly.	8 Level is generally appropriate. Writing is generally error-free, but some errors in language or grammar may occur.	5 Enough errors in style or grammar occur that they become distracting. Voice may change randomly. May appear disjointed.	3 Writing style is consistently at an inappropriate level. Errors are frequent and distracting, so that it is hard to determine meaning. No logical connection of ideas or flow of sentences.
	25	Critical perspective	25 Show considerable critical thinking about information acquired from various sources. Able to critically discuss and independently evaluate information and to come to own conclusions.	19 Generally shows critical thinking skills. Able to provide some critical evaluation /discussion of information. Generally appropriate conclusions are drawn from it. Some assertions may lack support. May contain some minor mistakes, no significant errors are made.	13 Show some critical thinking. Lack of consistency in critical evaluation of information and viewpoints. Discussion and independent conclusions are inadequate. Significant logical errors are present.	6 Significant lack of critical thinking and perspective. Little independent thinking and conclusions. Authors accept viewpoints of others without critical consideration. Abundant logical errors.
	25	Content	25 Introduction contains pertinent background information. Given tasks and questions are thoroughly analysed and elaborated. Results and conclusions are logically constructed and summarized. Information is consistently accurate.	19 Gives general information about the topic, but some relevant information may be missing, or significance is not clearly explained. Description of results is generally clear. No significant errors made.	13 Insufficient information on background, relevance, significance is given. Some information is accurate, but enough errors are made to be distracting.	6 Provides little or no information on background and significance. Information is inaccurate or with many errors. Discussion is very difficult to follow. Reader learns little.
	10	Use of figures and tables	10 Strong supplement to the text. Information is clearly presented. If taken from other sources, appropriate reference is given. Can stand alone without reference to text.	8 Provide good supplementary information, but may be somewhat lacking in clarity, appropriate reference, or explanation.	5 Difficult to understand. Do not stand alone; text must be consulted to figure out what is being presented. Inadequately referenced.	3 No figures or tables are used, or they are so poorly prepared that they detract from the presentation or do not illustrate the points made in the text.
	15	References	15 Appropriate scientific articles are properly used, cited and listed in the text for argumentation, discussion and reference.	11 Appropriate references are used and cited, but some may be incomplete or in incorrect style.	8 Minimal number of references are used. Style is incorrect and/or incomplete.	4 No references provided.
	% of 100%					

3. Intensive Week in Lahti, Finland

During the intensive week, you will work on a project in multicultural teams. It will be a total of six groups with 5-6 students in each group. This task is prepared in cooperation with companies/organizations from the host region. Each group will work with/study one case. The cases represent different issues of smart cities and the sharing economy. Working with local cases will give you an opportunity to learn from real life experience, and get insight into challenges and opportunities related to these issues.

3.1 Requirements for the Intensive Week Project (IWP) report

The IWP will be presented as a written report: 10 pages (appendixes excluded); Times New Roman; 12 pt.; 1 ½ line spacing; 2,5 cm. margins. The report should comply with the same formal academic standards as presented in 2.3 above. The written report should be handed in to the teachers according to the schedule.

3.2 Oral presentation and presentation material (Keynote; PDF; Prezi; PowerPoint)

The oral presentation will be according to the schedule where the groups present their IWP to the teachers and the companies' sponsors. The oral presentation should comply with the same formal academic standards as presented in 2.4 above. The presentation material will also be handed over to the involved stakeholders so that they will be able to go deeper to find more information later. It is important that you show references to the empirical material and literature in both the report.

3.3 Evaluation and grading

The teachers will grade the written report and the oral presentation during the intensive week with the same criteria as for the Case report (see 2.7). Also, the stakeholders will grade the report and the oral presentation regarding the practical usefulness of your work for the case.

3.4 Intensive Course week schedule

The schedule of the intensive course week can be found on the next page. NOTE: there might be minor changes in daily details.

It is going to be a lot of work, but also lots of fun! Early in the week, we are going to have an *international kitchen*. Therefore, we want all the groups (which had produced case reports in their home countries) to **bring** unique food and beverages from their home country.

Smart Cities – Building a Sustainable Future: Intelligent Cities – Sharing Economy

Sat Apr. 7	Sun Apr. 8	Mon Apr. 9	Tue Apr. 10	Wed Apr. 11	Thu Apr. 12	Fri Apr. 13	Sat Apr. 14	Sun Apr. 15	Mon Apr 16	
A R R I V A L	10.00-10.45 Introduction of content of the intensive course and the teachers (Tuula) 10.45-11.00 Campus Tour 11.00 – 12.00 Case Report Presentations á 25 min.	9.00-13.00 Case presentation of Henna + meetings with teams Teachers grade reports and provide feedback	09.00-10.30 Case discussion (Benas) (coffee break 10.30-11.00) 11.00-12.00 Lecture 1	09.00-09.15 Introduction of new teacher team 09.15-12.00 Time for IWP work	O U T D O O R A C T I V I T I E S	9.00-12.00 Time for IWP work	9.00-12.00 Time for IWP work	10.30-12.00 IWP project presentations 3x30 min.	D E P A R T U R E	
	12.00-13.00 LUNCH	12.00-13.00 LUNCH	12.00-13.00 LUNCH	12.00-13.00 LUNCH		12.00-13.00 LUNCH	12.00-13.00 LUNCH	12.00-13.00 LUNCH		12.00-13.00 LUNCH
	13.00 – 16.00 Case Report Presentations á 25 min. (coffee break 14.30-15.00)	13.00-17.00 Time for IWP work Teachers grade reports and provide feedback	13.00-17.00 Time for IWP work	13.00-17.00 Time for IWP work		13.00-17.00 Time for IWP work	13.00-17.00 Time for IWP work	13.00-14.00 Time for IWP work 14.00 Students hand in IWP projects		13.00-14.30 IWP project presentations 3x30 min. coffee break 14.30-15.00 15.00-16.00 2x30 min.
								14.00-17.00 teachers evaluate IWP projects students prepare presentations		16.00-17.00 teachers and mentors evaluate presentations and finalize the grade for the course
	16.30 SIIKANIEMI + International dinner Bring your own food from your national cuisine	16.00- Feedback on the Case report		17.00- Ski jumping tower + Skiing museum		19.00- Teacher's dinner at Taivaanranta				
										18.30- Farewell dinner with diploma ceremony

4. The art of writing a group contract

The main objective of setting up a group contract is that everyone in the group should agree on objectives and policies for the future work. The production of a group contract leads to discussion and reflection on issues that are important to the group's work and pleasure. When developing the group contract, it is important that everyone in the group is actively involved and the contract reflects all team members' views and wishes.

1. Briefly write down the objective of the project

What would the group achieve? Take for example the project's background, scope, team members' knowledge, timing, etc.

2. Procedures

How often should the group meet? How long will the meetings be? When should the meetings take place? What are acceptable reasons for being absent from meetings? How will the group react if someone does not come to a meeting?

3. The communication in the group

How will you communicate between meetings? How do you solve communication problems in the group?

4. Responsibility / Role

The chairman and secretary role is to be distributed. Should each person in the group have a formal role? Note, it is not a must that everyone in the group has a formal role. Will you switch formal roles in each meeting? What roles are needed? Project Manager, Secretary, Document controller?

5. Resources

What resources are available? What is needed in terms of equipment, literature, and more?

6. Responsibility and consequences

How should the work be allocated in the group? How will the group deal with the fact if someone does not do its part of the work? How much work is to be done between meetings?

7. Signatures

Everyone should read the contract. When all agree, you should sign the contract.