PROJECT 102
FACULTY AND STUDENT HANDBOOK

Prepared by
Foundations Development Directorate
&
PROJ 102 Committee

Sabancı University
Foundations Development Directorate

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PROJ 102 Committee

Project 102 Committee coordinates the course and helps the faculty and students with the implementation of the course.

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Course Description

The primary objectives of Proj 102 are to introduce students to the practice of academic and/or semi-academic research and have them perform specific project tasks through teamwork during which they gain experience in project development and management such as healthy communication skills, project planning, implementation, reporting and presentation.

PROJ 102 is a required course for all students registered before Fall 2017 (excluding SOM and FASS students registered before Fall 2013). The course is offered both in fall and spring semesters. Students are registered to the course in their first freshman semester, even if they attended to School of Languages for one semester only. Students who are directly enrolled to Foundations Development Program are registered to the course in their second freshman semester.

This is a 2 ECTS credit course which means 50 hour workload for students during the semester.

Course Structure

In Fall 2020-2021 one single project will be available for all students.

To run the project, students meet online weekly for 50 minutes as a team with their supervisor.

Registration

Registration to PROJ 102 course has two steps:

1. Automatic registration by Student Resources:
   Beginning 2014-2015 Academic Year, PROJ 102 course registrations are done automatically by Student Resources.

2. Registration to the project:
   All students will be registered automaticaly to the single project offered in Fall 2020-2021. Students will be able team up as small groups under the project during the semester.

Flow of the Course

- First Virtual Lecture: "Writing the Proposal Report"
- Proposal Report Submission
- Second Virtual Lecture: "Writing the Final Report"
- Online Oral Progress Report
- Third Virtual Lecture: "Presentation Skills"
- Virtual Poster Day
- Final Report Submission
- Online Final Presentation Day

Requirements of the course: Students meet with the supervisor and their group weekly. Students submit two written reports (proposal and final report), one online oral report (progress report), prepare a poster, and deliver an online final presentation.

Virtual Lectures

Virtual Lectures are designed to introduce students to the rationale of academic research process and project management, providing information about types of research (qualitative, quantitative, empirical, and technical) and the criteria of valid and meaningful report writing and presentation. Samples of different report writing and presentations in different fields of study are shown and discussed in detail during the virtual lectures. The outlines of reports and the writing relevant to the outline headings are analyzed in terms of their logic and significance, along with the techniques of managing the steps of the project. Organizational issues related to the written presentation of content, the layout design, language/structure issues, as well as format are briefly discussed in the writing Lectures with samples including guidelines and models for presentations. Virtual Lectures are held in the following order: Writing the Proposal Report, Writing the Final Report, and Presentation Skills. The last one introduces students to designing and presenting a poster as well as preparing a power point presentation of their project to be delivered as a final, oral presentation. It is required to write the proposal report in all projects; however, the supervisor of any single project assigns either a final report, and / or a poster presentation, and / or a final presentation to be delivered at the end of the semester from project groups.

PROJ 102 Reports

During the course, each project group prepares and submits two written project reports by using the PROJ 102 SU Course Page and an oral report: Proposal Report, Oral Progress Report and Final Report. SU Course is the only valid way for making written submissions. As a counter measure to plagiarism, all reports will be checked with TURNITIN. For written reports, students need to choose a team member who will make the submission. This person is responsible for both uploading the report and informing team members about the submission. However, the whole team is liable if the report is not submitted on time. Because of the aforementioned anti-plagiarism tool TURNITIN, only a single copy of each report has to be submitted. Each and every member of the team is to take part during online Oral Progress Report. The report templates are provided in this handbook. Instructions for uploading the reports to SU Course page is announced via email.

Virtual Poster Day

Virtual Poster Day is held in the last week of the term using an online platform. All PROJ 201 102 posters are posted on the digital boards one day before the session. There is no restriction on the format of the posters; however, we recommend that posters follow the guidelines presented in Lectures and contain the project title with names of contributors written below the title, the university logo, and on outline with appropriate headings and visuals as described in Lectures. All faculty are invited to attend the Virtual Poster Session to see the outcomes of our undergraduates' projects.

Online Final Presentation

In the final exams week, a half-day period is reserved for the online final, oral presentations of the project. The supervisor of the project and also supervisors and students from other PROJ projects attend the online presentations as audience.

For one project group, the total presentation period is 15 minutes, and an extra 5- minute period is given for questions and answers. Each and every member of the team is to take part during the online final presentation.

In the final presentation, each team member takes turns to talk about their project and all the semester's work that has been completed thus far. The students first introduce their project themes, conceptual framework, the problem, or questions they researched about, then their purpose. They continue to describe the methodology of research they followed and the materials and equipment they may have used to conduct all tasks, then they present the results of the project, the data they gathered or any designs constructed or other outcome(s) found, and finally they discuss the meaning of their project outcome(s) with a thoughtful analysis of its relevance to the larger field at issue. They show a short and clear slideshow in parallel with their speech content.

Best 3 project outcomes (final report, final presentation, poster) are rewarded every semester.

Grading Policy

Individual and group performance of students are evaluated by the project supervisors throughout the semester. The percentage weights of evaluations by a project supervisor are as follows:

Grading Policy	
1. Proposal Report	15
2. Final Report	15
3. Individual Performance	40
3a. Weekly Group Meetings Attendance	20
3b. Oral Progress Report	20
4.Poster	15
5.Final Presentation	15
Total	100

Students get an "F" for PROJ 102 if the supervisor submits a "0" as the individual performance grade!!!

Converting the Final Grade to a Letter Grade

100 – 96: A	83 – 80: B–	67 – 64: D+
95 – 92: A–	79 – 76: C+	64 – 60: D
91 – 88: B+	75 – 72: C	<59: F
87 – 84: B	71 – 68: C–	

Report Outlines Project Proposal Report

PROJ 102 Project Proposal Report

Project Number: Click here to enter text.

Project Title: Click here to enter text.

Team Name or Number: Click here to enter text.
Name, Surname & ID of group members: Click here to enter text.

Supervised by: Click here to enter text.

Month, day, year Click here to enter text.

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Abstract

(Abstract is a one paragraph, usually 100-250 word, summary of the paper, article, or report that appears at the beginning of the paper. It informs the readers about the content of the paper and permits them to decide quickly whether they are interested in reading the entire paper. Abstract describes the project theme or question; explains the rationale; states the purpose; summarizes the steps (methods and materials); provides most important findings; presents the conclusion reached, or, announces the expected conclusion.)

Introduction

(Introduction provides general background information, and shows the reader why the topic is of interest. It presents clearly the specific research area, question, or hypothesis, and justifies what you plan to accomplish. Some supervisors may ask for a detailed literature review to be included in the Introduction. All factual statements should be supported by reference to literature.)

Purpose

(Purpose of the study is stated in precise terms in this section. Be as clear as possible about your specific aims and their rationale.)

Description of Specific Steps

(Description of Specific Steps is a recipe revealing how you acquired and used your data; an account of specific techniques used in the study, including materials needed, any statistical designs, data collection and analyses. The organization of this section follows step-by-step processes employed, kept in the same order as the goals listed previously.)

Description of Responsibilities of Individual Members

(Description of Responsibilities of Individual Members explains to the reader the job allocation of each team member, the time allocation per week for each team member to complete their tasks, and a periodic meeting schedule with teammates and supervisors.)

Gantt Chart

(Gantt chart is prepared by using MS Excel or a similar tool. Gantt chart includes the description of responsibilities of individual members as broken down above.)
https://drive.google.com/a/sabanciuniv.edu/file/d/0B6HShysN6_8gMDNHZnFfdXpPTWs/view?usp=sharing

<u>References</u>

(References come at the end of a text, as a separate page, and lists only those works cited in the report. If your supervisor asks for an additional bibliography to list all the background reading you have completed for your research, add a Bibliography section as well.)

Report Outlines Oral Progress Report

Introduction
Progress
Additional Work
Expected Results

Introduction provides the same information as the Proposal Introduction. However, the Progress Report Introduction should be a revised and better formulated introduction for the Project, reflecting a better understanding of the study altogether.

Progress section specifies the work you have completed during the time of proposal submission to the submission day of this report. Explain in relevant detail what has been done so far giving an analysis of all work that has been completed.

Additional Work details what remains to be done until the final report due date, including the how, and the why. You may write about the challenges you have confronted during your study and the methods you have developed or will develop to cope with them here as well.

Expected Results presents the anticipated data to be found as an outcome of the research and what you expect the data to signify. That is, you do not just present the expected outcome but also discuss what it means and its significance.

Report Outlines Project Final Report

PROJ 102 Project Final Report

Project Number: Click here to enter text.

Project Title: Title should be concise and describe adequately the contents of the report as well as your point of view.

Team Name or Number: Click here to enter text.
Name, Surname & ID of group members: Click here to enter text.

Supervised by: Click here to enter text.

Month, day, year Click here to enter text.

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Abstract

Abstract is a 100-250 word summary of the entire report, prepared for use in online indexes and databases. Hence, it includes a precise articulation of research question and/or hypothesis, the rationale and purpose, the specific methods used, and the findings including a brief statement of the meaning and significance of the results)

Introduction

(Introduction includes the statement of the problem and/or question and the statement of the importance of the problem. It provides background information and/or literature review explaining what is known about the topic with a summary of relevant research with parenthetical citations. It also states the purpose of the study.)

Methods & Materials

(Methods and Materials describes how you constructed, collected, measured, and analyzed your data, and/or the procedures you followed to conduct your experiment or design. This section follows the same order as your stated purpose/goals.)

Results

(Results section makes clear immediately the extent to which you proved or disproved your hypothesis, or, your stated goals and then carries the reader from one display of data to another with logical development. Data may be presented in tables and figures.)

Discussion and Conclusion

(Discussion and Conclusion section interprets and analyzes the results and shows relationship with other research. Discussion should present the overall significance of the work and help direct the thinking of the audience. To conclude, briefly reiterate goals and provide a general statement on the extent you have accomplished them and the significance of the entire study for any possible future research.)

<u>References</u>

(<u>References</u> come at the end of a text, as a separate page, and lists <u>only those works cited</u> in the report. If your supervisor asks for an additional bibliography to list all the background reading you have completed for your research, add a Bibliography section as well.)

Appendix(es)

<u>Appendix</u>(es) are related materials that support a point and provide additional information but are not essential to understanding the point of the project itself. Provide an appendix if your supervisor requires any supplementary information to be added to your report.

Format Issues – Document Style/ Page Layout/ References/ Appendix(es):

The American Psychological Association [APA] has established guidelines on style/format and a documentation system called an "author-date style" for writing in both social and physical sciences. Since APA is broadly used in the undergraduate studies, but the "citation-sequence style" of the CSE in graduate work, you are required to use the APA style unless required otherwise by your supervisor.

General Stylistic Guidelines for Proposal/ Final Reports

Cover Page

This page should have the project number, project title, group number, group members' names, supervisor's name, and the date of submission, all centered in font 14. The footer at the bottom of only this page is for the university name.

Pagination

The pages should be numbered as indicated in the template in APA style on top right, in font 9 or 10 [depending on the length of material written] including the full or shortened version of the title.

Type face - Font & Margins

Title: 14 points/ boldface

Body Text: 12 pts/ Times New Roman standard, NOT italic/ single line spacing/ justified/ no paragraph indentation, but one line spacing between paragraphs.

Figures and Tables: They should be centered and numbered on the page layout as shown in the template. Data in the Figures and Tables should be 10 pts centered/ not bold. They should be comprehensible independently from body text and have explanatory captions.

Figure and Table Captions: 10 pts/ bold face/ justified/ centered. Margins of captions should be limited to the width of the figures or tables. Figure captions should be typed below the Figures with one-line spacing, Table captions should be typed above the Tables with one-line spacing.

Illustrations: 10 pt/ single line spacing, justified, and centered

Footnotes: 10 pt/ single line spacing. They should be used only if absolutely necessary. Footnote references are indicated in the text by Arabic numbers placed superior to the text following the word[s], phrase[s], or sentence[s] the footnote concerns.

Gantt Chart: This chart is to be prepared by using MS Excel or a similar tool. Gantt chart includes the description of responsibilities of individual members as broken down in detail in the Proposal section of this handbook.
https://drive.google.com/a/sabanciuniv.edu/file/d/0B6HShysN6_8gMDNHZnFfdXpPTWs/view?usp=sharing

References

APA style is to be used for the reference list, to be given on the last separate page, and for reference citations in the body text unless noted otherwise by the supervisor. To learn more about APA style click the Writing Styles link on the SU Course page under "Resources", and also provided below.

References [for SAMPLES in this Handbook]

> Glenn, C. & Gray, L. (2006). *The writer's harbrace handbook*. Third Edition.   Boston: Thomson/ Wadsworth.
> Glenn, C. & Gray, L. (2006). *The hodge's harbrace handbook*. Sixteenth Edition. Boston: Thomson/ Wadsworth.
> Hacker, D. (2004). *Rules for writers.* Fifth Edition. Boston/ New York: Bedford/   St. Martin's.
> Maimon, E. P. & Peritz, J. H. (2003). *A writer's resource.* New York: McGraw Hill.

Alphabetical References List [Separate last page]

Separate last page references are alphabetized according to the last name of the author. Please use align left/ font 12/ 1 space between each reference. Give the book title in italics, using lower case for the first letter of each word except proper nouns [names of people and places], and the first letter of the word following a period. Do not italicize the titles of articles or chapters. Capitalize only the first word of the title and any proper nouns. Capitalize all words in the name of a journal, magazine or newspaper. Italicize the entire name. Use a colon after places of publication. Give the publisher as the last item followed by a period. Use the pattern: Retrieved + date + from+ the URL for Internet references.

[The World Wide Web (WWW)]
> Burka, L. P. (1993). A hypertext history of multi-user dimensions. *MUD History*. Retrieved October 9, 2006, from http://www.utopia.com/talent/lpb/muddex/essay.

[E-mail, discussion lists, and newsgroups]
> Crump, E. Re: Preserving writing. *Alliance for computers and writing* listserv. Retrieved October 2, 2006, from acw-l@unicorn.acs.ttu.edu

[Review]
> Ehrenhalt, A. (1997, February10). [Review of the book *Virtuous reality*]. *The Weekly Standard,* pp. 31-34.

[Television program]
> Holt, S. (Producer). (2002, October 1). *The mysterious lives of caves* [Television broadcast]. Alexandria, VA: Public Broadcasting Service.

[Article in an online newspaper]
> McGrath, C. (2002, June 15). Father time. *The New York Times.* Retrieved October 11, 2006, from http://nytimes.com/pages/science/index.html

[Article in a journal paginated by volume]
> McLoyd, V. C. (1998). Socioeconomic disadvantage and child development. *American Psychologist, 53,* 185-204.

Article by more than six authors]

Reddy, S. K., Arora, M., Perry, C. L., Nair, B., Kohli, A., Lytle, L., et al. (2000). Tobacco and alcohol use outcomes of a school-based intervention in New Delhi. *American Journal of Health Behavior, 26,* 173-181.

[Article in a journal paginated by issue]

Roberts, P. (1998). The new food anxiety. *Psychology Today, 31*(2), 30-38, 74.

[Book by two authors]

Stubbs, M. & Barnet, S. (1993). *The little, brown reader.* (6th ed.) NewYork: HarperCollins. 64-69.

[Book by one author]

Thomas, D. (2003). *Working with people with disabilities: Theory and practice*. London: Jessica Kingsley Publishers.

In-text References [citations in the body text]

In- text references are given at the end of or next to the borrowed material in a parenthesis with the last name of the author followed by a comma, the year of publication, and a period after the close of the parenthesis.

The amygdale is active when a person experiences fear (Carey, 2001).

In-text citations follow the idea cited or they are placed at the end of the sentence where the cited material concludes. They may even be given at the beginning of a sentence with only the page reference at the end.

"This safety net plus the free market comprise what Germany calls a 'social market' economy" (Eidson, 1992, p. 122).

According to Eidson (1992), several political parties vie for power at every level during regularly scheduled elections (p. 194).

Two Authors: In the case of two authors, use an ampersand [&] to separate the authors' last names together with the initials of their first names followed by a comma and the year in the parenthesis. Page numbers may also be used if required.

Greenfield and Rumbaugh (1990) have acknowledged that "Kanzi's linguistic development was slower than that of a human child" (p. 567).

As claimed, "Kanzi's linguistic development was slower than that of a human child" Greenfield, L. & Rumbaugh, S., 1990, p. 567).

A work with six or more authors: In such a case use the first author's name followed by "et al."

The ape language studies have shed light on the language development of children with linguistic handicaps (Rumbaugh et al., 1993)

Unknown Author: When no author or editor is listed for a work, use quotation marks for titles of articles or chapters and italics for titles of books or reports; OR use (Anonymous, year)

A team of researchers has concluded that many of the behaviors of chimpanzees in their grooming rituals are "cultural, not just responses to environmental factors" ("Chimps", 1999).

Unknown Date of Publication: When the date is unknown, APA recommends using the Abbreviation "n.d." (for no date).

"Attempts to return sign-language-using apes to the wild have had mixed results (Smith, n. d.).

Organization as Author: In the case of an organization as author, treat the organization as author.
> The Deutsche Bank's Economic Department (1991) identified a list of key problems raised by efforts to rebuild Eastern Europe. Public service announcements were used to inform parents of these findings (National Institute of Mental Health [NIMH], 1991).

Quote material, which is unique to an individual and, which is not common knowledge. You can paraphrase or summarize information and still use the intext citation reference at the end of the borrowed material. Quoted material is placed in double quotation marks at the beginning and at the end. A quotation inside a quote is set off with single quotation marks at the beginning and end.
> Kay (2004) indicates in her article that "the philosophical dilemma starts with the question 'to be or not to be' before a turning point that follows a social conflict as well as a personal one".

Quotations more than four lines are introduced by a colon and set off with indented margins, 5 spaces less than the text and single-spaced. Brackets, [ ], translate/ interpret/ explain information within the quoted material.
> Stubbs (1999) reported that "in such places [developed societies] the demands for additional infrastructure exceed…" (p. 64).
> Kosik (2004) maintains, "going back to the age [Classic era] in which the widespread concern is…." (p. 17).

Additional Information about Different Writing Styles
APA   https://owl.english.purdue.edu/owl/resource/560/08/
CSE   http://writing.wisc.edu/Handbook/DocCSE.html
Chicago   http://www.chicagomanualofstyle.org/tools_citationguide.html
Vancouver   http://www.ucalgary.ca/ssc/node/216
                 http://library.vcc.ca/downloads/VCC_VancouverStyleGuide.pdf
ACS   http://library.williams.edu/citing/styles/acs.php
MLA   https://owl.english.purdue.edu/owl/resource/747/01/
IEEE   http://www.ieee.org/documents/style_manual.pdf

Appendix(es) [Separate page]

Appendixes are placed at the end of the report. Materials that belong to different categories are placed in separate appendixes. Headings for appendixes are centered, and numbered or lettered. If there is more than one appendix, each appendix has a descriptive title just as text headings do.

Evaluation Checklists

Writing Evaluation Checklist (Proposal and Final Reports)

Student/Group Name _____
Project _____ Date_____ Supervisor_____
Score _____

Please assign a score as you see fit. (Suggestion: Assign a 5 point-value to each 20 items)

Content:
- ✓ The title is concise and it adequately describes the contents. Example: "Substance Y Alters Blonial Structure of Elephant Bone Marrow."
- ✓ The problem/question/hypothesis/thesis and its importance are clearly stated.
- ✓ Purpose of the project is identified.
- ✓ (Optional): Included a literature review summarizing what is known about the topic.
- ✓ Materials and methods used are described step-by-step, following a logical procedure.
- ✓ All assertions are supported by evidence.
- ✓ The evidence—facts, interpretation of facts, opinions—is appropriate.
- ✓ The results, when the procedures were applied, are meticulously presented, showing only details that are relevant to the research process.
- ✓ The results and data are analyzed and discussed in depth, showing an understanding of the larger significance and relevance of the results to any future study.

Organization and Coherence:
- ✓ Report has a clear focus and coherent organization of ideas, procedures, illustrations, and analysis that is reader-friendly.
- ✓ The arrangement of evidence makes sense, and it emphasizes the most important issues.
- ✓ Facts, statistics, examples, anecdotes, etc. are placed properly, and used in the appropriate context.
- ✓ The proposal and final report follow the outline specified in the Faculty and Student Handbook and/or the specific instructions of the supervisor including the information to be given in each section.
- ✓ Members are committed to their individual tasks; the group meets regularly and discusses efficiently their progress to date.

Style: Grammar, Syntax, Vocabulary:
- ✓ Rhetorically confident. Effective use of grammar, syntax (variety of sentence structures), and vocabulary (accurate and vivid).

Punctuation & Spelling:
- ✓ All or most punctuation marks are used correctly and most words are spelled correctly.

Integration of Sources:

✓ Integrated well to the report relevant research with parenthetical citations.
✓ The right sources are chosen for research and are correctly acknowledged in the References section.

Formatting:
✓ Formatted correctly according to the style specified by the advisor (i.e. APA, Chicago, CSE, ACS, Vancouver, MLA, etc.).
✓ Followed the general guidelines provided in the Faculty and Student Handbook.

Additional Comments: <u>Are the Learning Objectives specified for this particular project achieved by teamwork? Are there LOs which couldn't be achieved?</u>

Oral Progress Report; Final Presentation; Poster Evaluation Checklist

Student/Group Name _____
Project _____ Date_____ Supervisor_____
Overall Score _____

<u>Please assign a score as you see fit.</u> (Suggestion: Assign a 5 point-value to each 20 items)

Content:
<u>The speech and visuals present in concise, formulaic, and straightforward wording:</u>

- ✓ The problem and its importance.
- ✓ Background information.
- ✓ Purpose of the project.
- ✓ Materials and methods (step-by-step).
- ✓ The data and all evidence.
- ✓ The results.
- ✓ The conclusive discussion of results and its meaning in general.

Visual Aids:
<u>The speech content and the slide content are coordinated:</u>

- ✓ Purpose of each slide is clear.
- ✓ There is a balanced representation of data, information, and illustration.
- ✓ There are not any long sentences and paragraphs.
- ✓ Slides show representative, selective data, and are easily followed.
- ✓ Slides are easy to comprehend: have proper size print, good content, easy-to-follow design of graphs, tables, etc.
- ✓ Slides are free from bright colors and inappropriate graphics.

Speaker:

- ✓ Familiar with speech content and slides.
- ✓ Avoids reading from slides and notes.
- ✓ Coordinates the timing of the speech and slide show.
- ✓ Speaks clearly.
- ✓ Explains adequately research design and its meaning.
- ✓ Keeps the audience interested.
- ✓ Answers questions well.

Poster: (Suggestion for grading: Assign a 12.5 point-value to each 8 items.)

- ✓ Research problem, question(s), and purpose;
- ✓ Procedures;
- ✓ Results;
- ✓ Analysis of results are all formulated soundly.

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✓ Headings, each separate section, and illustrations are understandable and explanatory.
✓ The poster is free of spelling errors.
✓ Color, font size, and graphics are appropriate.
✓ The speaker(s) answers questions well.

Additional Comments: <u>Are the Learning Objectives specified for this particular project achieved by teamwork? Are there LOs which couldn't be achieved?</u>

COMMUNICATION TIPS FOR PROJECT GROUPS I

Below is a list of items that you will likely experience as you go along working with others in the same group. Please read for guidance on how to communicate effectively in and as a group.

*Tips for Working in Groups:

Working together in a group can be a great experience or a terrible one. Which way it goes depends, to a large extent, on the quality of the communication among group members and the respect they show for each other. Here are a few guidelines for making your group work successful.

1. Work hard. For all activities, do your share and a little bit more. Be responsible, and then add a little extra to bring the standards of the group up and make its success more likely.

2. Be inclusive. Bring every member of the group in on discussions, decision making, and activities. Give everyone a chance to speak, listen to them, and give serious consideration to what they are saying. Cooperate.

3. Take turns. Don't be the leader all the time. Don't be a follower all the time. Don't talk too much--listen to others. Don't just listen to others—share your opinions too.

4. Be nice. Avoid personal criticism. Make sure you understand what someone is saying before you weigh in with your opinion about it. Give them the benefit of the doubt.

5. Be timely. Show up promptly for meetings. Meet all deadlines. When you're late, you waste people's time and make them mad. People depend on you. Get it done on time.

6. Don't be an enabler. If you've got somebody who isn't doing their work, hold them responsible as a group. Everyone needs to do their part.

7. Stay focused on the task. Make your meetings count. Don't drift into irrelevant subjects. Be mindful about what you need to accomplish.

8. Improve the mood of the group. Be positive. Be fun. Be appreciative of other people. Be full of good ideas. Do your part to make the environment a good one.

9. Don't cast blame unfairly. If there is a problem in the group, begin by asking what you have done (or not done) to contribute to that problem—and what you might do to fix it. If there is conflict, try to work it out through respectful talk with each other (not e-mail, a horrible conflict medium). Try to understand the other person's point of view as you discuss the issue.

Conflicts do occur during group work and that is normal. Rather than trying to avoid conflict, try to recognize the sources of conflict and consider utilizing the following tips for managing conflict.

*Tips on Managing Conflict Fairly:

Consider the following suggestions to keep you focused on issues rather than personalities when you experience conflict.

COMMUNICATION TIPS FOR PROJECT GROUPS II

1. Be specific when you introduce a complaint.
2. Do not just complain; ask for a reasonable change that will make the situation better.
3. Give and receive feedback about the major points of disagreement to make sure you are understood.
4. Try tolerance. Be open to your own feelings, and those of your partner. Openness means that you accept change and can verbalize that attitude towards your partner.
5. Consider compromising if appropriate. Many issues involve issues that are neither right nor wrong. Ask your partner for solutions.
6. Deal with one issue at a time.
7. Don't assume you know what your partner thinks or feels. Ask.
8. Attack the issue, not each other.
9. Don't call each other names or use sarcasm.
10. Do not burden your partner with too many issues.
11. Plan your message before speaking.
12. Try to control your emotions.
13. Try to look at both your partner's position and yours.
14. Plan a mutually agreeable time to explore the conflict.
15. Listen to your partner.

*University of Pittsburgh. Speaking in the Disciplines, "Working in Groups".
http://www.speaking.pitt.edu/student/groups/index.html

Virtual Communication Tips

To collaborate on a group project, members need to share tasks, meet regularly, and trust each other. To this end, group members can hold virtual group meetings via zoom or google meet just like they do with their supervisors. Once the group members are introduced to each other in their first meeting with the supervisor, one member of the group can volunteer or be allocated by the supervisor to arrange virtual meetings of the group throughout the semester. This task can also be alternated between group members. Scheduled virtual meetings will let the group to work

cohesively and collaboratively on project tasks. Some meetings may be shorter in duration, some much longer depending on the needs of the group. The group meetings manager thereby can arrange a set weekly or biweekly day and time for groups to meet. The manager can open the meetings by bringing up the items to be discussed in the session and the group can engage with these items as well as adding on further items to be worked on. Direct and open communication as such on a regular basis, clarity of division of responsibilities and a shared purpose, consistent and genuine effort on group tasks in a collaborative attitude, as well as following the above communication tips will contribute greatly to project group's success. Project Committee will aid groups in further details of virtual project management.