

VIA University
College

SEP1X-A18 Process Report

Group 5.

Members:

Denis-Alexandru Turcu (279955)

Lau Ravn Nielsen (280337)

Sébastien Malmberg (279937)

Tamás Fekete (266931)

Supervisors:

Mona Wendel Andersen

Allan Rune Henriksen

Alexis Clare Walhovd

Number of characters:

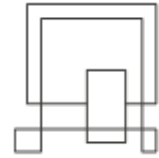
37.441

Deadline:

12:00 19 / 12 / 2018

Contents

INTRODUCTION	3
GROUP DESCRIPTION	4
DENIS TURCU	4
LAU NIELSEN	4
SÉBASTIEN MALMBERG	5
TAMAS FEKETE	5
HOFSTEDE	6
E-STIMATE	7
RISK ANALYSIS	8
PROJECT INITIATION	9
PROJECT DESCRIPTION	9
PROJECT EXECUTION	10
PERSONAL REFLECTIONS	11
DENIS TURCU	11
LAU RAVN NIELSEN	12
GROUP WORK	12
PROBLEM-BASED-LEARNING	13
SÉBASTIEN MALMBERG	14
TAMAS FEKETE	15
GROUP WORK	15
PROJECT ORGANIZED STUDIES AND PROBLEM-BASED LEARNING	15
SUPERVISION	16
CONCLUSION	16
APPENDICES	17

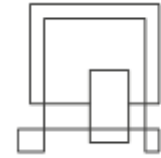


Introduction

The SEP1 course is an interdisciplinary course, where we as students must draw on knowledge and skills acquired from courses running in parallel with SEP1. Such as SDJ1, RWD, and SSE. Initiating SEP1 is done by presenting us with a case that needs solving. In our case, we have gotten the opportunity to work with a Eurofin's team-leader, interpreting, analysing, and designing a solution to her problem. The problem then must be solved using and combining our knowledge and skills from SDJ1, RWD, and SSE.

During the first semester, we had had a focus on the Waterfall method as a software development process which leads to us receiving bits of additional information and skills when we needed them in the process with roughly seven to fourteen days in between SEP1 lessons. Our SEP lessons with supervisors ended a few weeks before our two-week project period started on the sixth of December, with hand-in on the nineteenth of December at 12:00. During the project weeks, it is expected of us to work alone as a group, without much guidance from our supervisors, to prove our ability to be disciplined and get the work done.

To meet the workload requirements set by the deadlines for both the project description and the analysis phase, we have chosen to hold group meetings on Tuesdays and Thursdays when needed. We have made a meeting summary for every group, class meeting with supervisors present where we spent time on project related matter and a review of every supervisor meeting (See appendix G).



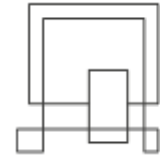
Group description

Denis Turcu

My name is Denis and I come from Romania. I was raised in a society with strict rules and I graduated from a high school which had a lot of regulations compared to the apparently libertine Danish schooling system. I consider myself a person who has a very strict moral code who likes tasks which requires deep analysis and who puts people and the close ones on top of most things in life. In a relationship with others I like expressing my ideas and hearing other people's thoughts and opinions. Most of the people who I talked with consider me an easy person to get along with even when we have different viewpoints. Despite all my friendliness, I am very judgemental when it comes to people and I tend to be very criticizing. Over time I learned how to hold my frustrations over others and to be quiet, but the tensions remains when I am confronted by people who I have strong opinions against. I think my biggest challenge going forward is getting along with people which are, according to my core values, extremely flawed.

Lau Nielsen

Hi, my name is Lau Ravn Nielsen, I was born and raised in Denmark, in a little city found outside of Vejle named Grejs. Elementary school gave me the first taste of what it meant to work in smaller or larger groups. The classes were small, ranging from fifteen people up until eighth grade, where people started leaving for other schools, down to six people in eighth and ninth grade. During my time in eighth and ninth grade, I learned a lot about working together with a small group of people and making sure everyone got along with each other. In elementary school, the teachers focused on all of us getting along together. When it came to group work, they put much emphasis on letting everyone contribute to the best of his or her ability, so it was not a one-man-show. I finished ninth grade and went to study science at a Gymnasium in Vejle named HTX. Which brought even more group work to the table. This my first experience with the challenge of doing projects as big as SEP1. Group work and group dynamics were core values of two classes that I followed during my time at HTX; Teknologi and Process. I followed the Teknologi course for two years, during the two years I made five projects and one exam project. On the third year the Process course started, during the Process course, I made two projects and one exam project. It encouraged to do group work in every class I followed during my time at



Sébastien Malmberg

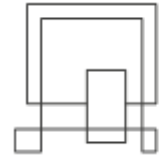
I was born in Stockholm, the capital city of Sweden. There I have been raised and taught, worked and studied. Because of that I consider myself more of a Swedish citizen, however, I am nonetheless half French from my mother's side. Therefore, I have a dual citizenship.

During my studies in Sweden I have contributed in various group projects, some more time consuming than others. However, one project is by far the most distinguishable, which would be my examination work conducted during my last year of Gymnasium in Stockholm. I paired up with Leo Westerberg, an old classmate of mine, and together we chose to examine the heredity of radiation damage with *Drosophila melanogaster*, also known as fruit-flies. We were given the permission to conduct our experiments at Stockholm University. There we had access to UVA, UVB, UVC and Gamma radiation which are the different types of radiation the fruit-flies were exposed too. After the radiation exposure the flies as well as their offspring were examined for phenotypes and mutations. The project taught me a lot about time-management, team communication and cooperation.

According to Hofstede insights, Sweden received a low score in both power distance and masculinity, and a high score in individualism. This indicates that the Swedish people shares an egalitarian mindset where everyone should be included, and that power is given to the team rather than one single person. I strongly agree with Hofstede insight. Equality is always an active topic in Sweden and the egalitarian mindset has certainly left its mark on me. Although I approve of leaderlike figures for a better moral, I dislike when power is centralized. However, I do not consider myself an individualistic person. I have a profound sense of community, and I aspire for everyone in my team to receive a good grade.

Tamas Fekete

I am 20 years old from Hungary. For the last one and a half year I have been living in Horsens. When I came here, I was studying Mechanical engineering for two semesters which are my only experiences about how to work on a long-term group project. After my first semester I realised I didn't want to be a mechanical engineer therefore I changed course to Software engineering. Beside of my lack of experience and knowledge about programming I am enthusiastic about my new studies and I work hard to get better in this field.



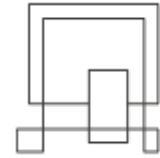
Hofstede

Our team consists of four different nationalities, Romania, Hungary, Denmark and Sweden. One could argue that our cultural differences has been distinguishable during our project. Be that as it may, we would first strongly argue for the great cooperation this group has exercised during this semester.

According to the Hofstede insights Sweden and Denmark has a rather low score in Power Distance which indicates that Sweden and Denmark decentralize power, rather than giving power to one person the power is instead given to the team. In comparison with Romania which received a high score in Power Distance one could have assumed that Denis would have taken the leader roll right from project start. But in truth, the different scores in Power Distance has had little to no effect on our group. We strongly believe that the leader position was always for the taking to whomever needed it.

Both Sweden and Denmark encourage independency at work which induce trust between the employees, managers and CEOs. The team has worked cooperative during the entire semester, however, to induce independency, different tasks were distributed to each group member. The team would argue that Lau and Sébastien were the two members responsible for pushing this idea since both would rather work from home whilst Denis and Tamas would rather have the team working together in school. Therefore, compromises had to be made. We scheduled meetings for regular evaluations of the project as well as work sessions where the entire team works together in school primarily Tuesdays and Thursdays. The other days would be spent at home working independently.

Taking Hofstede insights into consideration whilst analysing our team one could argue that the induced trust decreases as the “fear of failure” takes over. Initially, all members of the team were given the same amount of power and no specific group-roles were assigned. All opinions and ideas were taken into equal consideration. However, as the semester went by and the deadline approached, what we can only assume to be the fear of failure festered itself inside two members, Tamas and Denis. It is our belief that this drove Denis to assume a leader like position in our team, which had its benefits since it got us in a good working rhythm. Romania received the highest score in Power Distance by Hofstede Insights which leads us to believe that this outcome was foreseeable.



E-estimate

According to e-estimate our team consists of a mixture of all colours. Lau is primarily blue but also red, Denis was mostly yellow however he also acquired a great deal of blue whilst Tamas and Sebastien turned out green, with almost equal amount of yellow. See appendix H, personal profiles.

Specific group-roles were never assigned; however, the group would argue that Lau has pursued the team management-role more than others. He introduced Monday.com to the group, a website which helps structure and manage project work (see Appendix I). Lau had already added every element inside the project report and process report to Monday.com when he first introduced it. All there was left to do was assign members to each task which Lau took great participation in. Monday.com turned out to be a useful tool and it contributed a great deal to successfully writing this project. Be that as it may, the team would argue that no one-single person acquired the team-leader role. Instead the team would argue that the leaderlike position was acquired by whom ever, when ever needed.

Therefore, team communication has played a crucial part for the management of this project and has been very successful due to the lack of conflicts. It can only be assumed that the cause of this may be due to the characteristics of the green people in our group, which is modest, people-minded and good listeners.

During the final days before deadline our team avoided conflicts by establishing work sessions without a timeframe. Instead, everyone could come to school whenever although, "Not unreasonably late". This is a clear case were a team-manager or some sort of leaderlike figure could have improved the situation by being firm and decisive. Perhaps our group needed less green and more red characteristics during such situations.

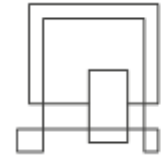
However, when disagreements occurred, the team confronted it in a friendly manner. Everyone's opinion is heard. However, it could be argued that Tamas and Sébastien has shown great caution when sharing their opinion, perhaps in fear of confrontation, which certainly contributes to the decrease of disagreements.

Our team has shown great enthusiasm for this project and thus we have motivated each other by being ourselves. Denis has clearly utilised his yellow side and exercised his yellow motivational factors mostly by "contact with others" as in, he always asks for other opinions and ideas, he brings up new content to the table which he wished to discuss and by such acts he spreads a good working moral.

Lau motivates the team with his influence, he has shown his quality by introducing a great work tool and by being willing to take the lead for the greater good which brings forwards his red qualities. The work tool, Monday.com follows the Motivational traits of a blue person, the work tool has clear structure, it's professional and works as clear guidance.

Tamas and Sébastien has been motivating the team by inducing team work and stability. They have been the rope which tied the group together. The team believes that such a contribution is a clear sign of the green motivational factors.

In conclusion, our team would argue that our colours combined created the perfect rainbow.



Risk analysis

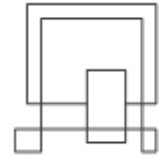
At project start a risk assessment was set up inside the project description. Although the devolvement process has been quite successful there are certain risks which were ill managed.

The team's time management was flawed. Perhaps if Monday.com had been introduced to the group during an earlier stage we would have better managed our time. However, as external assignments and exams pressed on the group project was somewhat put aside. Especially in before the math exam. This left us ill prepared for the final two weeks before project hand in and is the main reason for why we were unable to implement all the features which has been established in our list of requirements.

The team would argue that we suffered from lack of knowledge whilst writing the process as well as the project report. The entire team has expressed sincere doubt regarding certain topics within the two reports and we believe that supervisors failed to thoroughly explain how certain elements should be executed. Be that as it may, the group feels like SSE should have been taken more seriously and we regret not being more attentive during class. Furthermore, we would argue that our overall attendance in SSE could have been better towards the final weeks.

In addition, perhaps it is due to lack of interest that the group failed to maintain its attendance in SSE. As the semester progressed and the group realised that the program in creation will not be utilised by Eurofins no matter its condition, the overall team motivation faltered.

Furthermore, it should be mentioned that Tamas Fekete never attended a single SSE lesson since he passed a similar course last year whilst studying mechanical engineering. The project report and process report for ICT students differ in execution in comparison with the reports written for mechanical engineering. Therefore, information regarding SSE classes has been spread through the group using social media. However, summarizing and passing on all relevant information from a four-hour lecture to another student is easier said than done. We believe this to be a contributing factor to the confusion towards how to correctly execute a project/process report.



Project initiation

We have been tasked to work on a business case for Eurofin's who wishes for an upgrade to their managerial software. The task was predetermined thus we didn't have much of a say when it came to what and why we chose to work on the problem. With that said, it has been a wild ride, and we wouldn't change a thing about it. However, it's safe to say that every member enjoyed the customer meetings, and having the real-life aspect incorporated into the project, rather than being handed a case on paper.

Our group formation process was as follows; during the first SSE lesson, we got presented with the task to write a background description and purpose for a gadget that would solve one of UN's Sustainable Development Goals. During this exercise, Denis, Lau, and Sebastien worked together. This brief exercise was enough evidence that we should give SEP1 a go together. Sebastien then recruited Tamas to the team, because they had demonstrated great chemistry working on exercises together during SDJ and MSE.

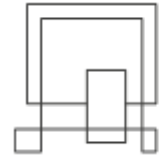
We didn't spend much time during the initiation phase as a group, and we kept planning activities and group work at a minimum due to our limited knowledge of the project scope.

Project description

We never wrote down our goals for the project and our group work; however, it was a subject that we discussed thoroughly as a group when writing the group contract. Unfortunately, it never made it into the group contract. We ended up agreeing that: If everyone feels like he or she have done their best and is happy with the product we produced as a group. Then that's all that matters, and even if the grade doesn't turn out to be a 12, 10 or 7 then we will be happy that we learned a lot. Thus, our primary focus has always been to create an excellent group environment, where our focus was on personal growth and motivation.

It was during the project description period that we introduced group meetings. Group meetings were held Tuesdays when necessary which was an excellent way of getting to know each other and getting the job done. We divided the work-load when needed, and that allowed everyone to work at his or her own pace, and in the way he or she enjoyed.

We particularly enjoyed the peer-review exercise, because it allowed us to practice our oral skills, as well as written skills. Furthermore, it enabled the chances to practice the power of giving valuable, concise feedback on someone else's work which is a useful skill for group work.



Project execution

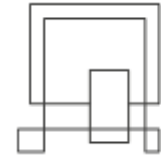
We have all struggled with the methodology of the waterfall method. It has been hard transitioning from requirements - analysis - design - implementation - testing, without going back and editing what we made prior. With that said, we have not practiced the waterfall method religiously; we have revised activity diagrams, use-cases, and design-phase especially the design class diagram. However, we feel like that has more to do with our lack of knowledge during the distinct phases, rather than the waterfall method being flawed.

Although we had a challenging time with the waterfall method, we have been able to follow our first schedule made in the project description (see appendix A). Following the plan was done by writing meeting summaries in parallel to the schedule, making sure we stayed on track. We can all agree on, that we would have started using monday.com a lot earlier in the process, to aid and guide us through the project in a more structured manner. Furthermore, we held a lot of group meetings, which always provided the group with some value, if not academic, then at the very least personal.

Even though our project execution got hindered by our unstructured way of managing the project from beginning to end, we still believe that we managed to produce a good result. However, due to the lack of clear structure and group-roles, we have had to leave out pieces of the project that we would have liked seen done. These pieces include a list of programming tasks that we would have wanted to have incorporated in the program, such as confirmation windows, error windows, and a list of minor flaws that could have made it into the program if the time were in our favour.

However, we must address, that even with a few things missing, we are still satisfied with the overall result and work everyone has put into the project, both individually and as a group.

In future projects, we would all consider using Git for sharing our code instead of sending files on Discord and Facebook. We have reflected on the matter and have concluded that it could have helped us streamline our coding-phase.



Personal reflections

Denis Turcu

In the group contract, our group decided that attendance to group meetings is one of the most important things that every member should consider. Regarding this, I consider that my teammates lived up to the promise of being present at group meetings. I found this very reassuring since I could feel my teammates commitment through them being present to meetings.

As for me, from the start I stated that I will be responsible for the coding part of the project, since at the time, when our group was formed, I was the one with the most programming experience. The last part has changed over the course of the semester and even though I was responsible with the programming, all my teammates helped me implement the solutions since I didn't have the enough time to do everything by myself. However, I consider that I had a very difficult part of the program to implement and I feel responsible for the state of our coding part.

Working with my teammates was nice and the group dynamics were interesting. I think we all agreed that there is no such thing as a leader and that everyone can contribute with ideas to the project. This was clear as every member had to take responsibility for some task at some point. The issues of not having a "leader" so to say was that at some points we were clueless of what our progress is regarding the project and what needs to be done.

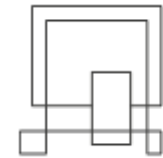
I appreciate that my team members are very hard working and professional. As the project went very smoothly when we were mobilized, I felt that we really do have a synergy between us and that we should stay in the future inside the same group. The thing that I liked the most about my colleagues was the desire to get better. As we all benefited from being in a group, I thought that if we were to work again, we would get better and better every time and we would be able to achieve harder and harder goals. This is something that I never experienced in a group before and I truly have hope for our future.

I think that the group was motivated when we were under pressure but as soon as we hit a loose time, we lost motivation and we tended to be too relaxed at times. Maybe this happened because we were really on top of the work and when we achieved a success, we felt like taking a pause.

I didn't really think too much about my teammates cultural background. But at some points I remember being happy learning new things about other cultures. For example, one of my teammates was half Swedish half French and I really enjoyed asking him things about Sweden and questioning him about France and the French language.

I knew before coming here that I would have to deal with people and to work in a group, and I've read a lot of material about how one should talk and act to be a good team player and not to create controversies. This has helped me a lot, as I learned that even though I like talking and hanging around people, I am still miles from being the perfect teammate.

Based on the experience that I accumulated I would try to be more disciplined for my next project and try to take things more seriously. Also, I would try to be more organized as most of the things that we did were spontaneous, and we had a few hiccups because no one knew what everyone was



doing. I think this could be solved with a better communication and by using software for team management and for code version control.

This project was for me my first confrontation with academic papers. Up until this point I never had to do papers where I had to take care of references or where I had to worry about plagiarism. I was used to writing papers before but learning that statements such as, “computers have changed how the society works”, are not allowed was a big shocker to me.

I think that the biggest advantages of group work and of problem-based learning is that you are prepared for the working environment where you’ll be put to work together inside a team. Also, teamwork helps you understand how you should act and to respond to different events that could possible occur at the workplace.

I think that the disadvantages of group work are that, usually everyone is assigned a task and he does not see the work of others up until the work needs to be sent. For me personally, I found this troublesome since I got a lot of experience regarding my task, but I was clueless when it came to the part that my teammates wrote since I didn’t know how it worked.

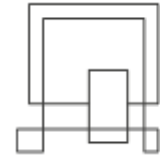
I think that the project description helps you in the beginning by creating an idea of what you need to work on but then you just forget about it and you might something completely different from what you first imagined. I find this an issue because you put a lot of work in the project description, but you don’t seem like getting the benefits out of it.

[Lau Ravn Nielsen](#)

Group work

Working with this group has had its difficulties, we have always been able to get along, enjoy ourselves, and make sure everything was made promptly, with a focus on delivering a great result. It has been clear from the beginning that everyone has their strengths and weaknesses, and we've all done a mediocre job as a group utilising those strengths and covering for each other's weaknesses. Thus, giving me the feeling, that everyone has contributed satisfactorily, and to the best of his ability. However, everyone has been prone to be a little demotivated at times, due to the confusion about a given task, and a little stressed on top, which has hindered us at times, but the stress levels have also helped us produce content faster than expected at times.

It has been a challenge to work in a multicultural group, mostly because of how different our cultures are. I'd say we ended up opting for a more Danish/Swedish group-work-style according to Hofstede, where we had no leadership and high levels of individualism, especially during the later stages of the project, where the workload called for everyone to be more individualistic which is something that possibly could change if we were to work together in the future. Alternatively, at the very least have more defined group roles that fit our strengths, so everyone knows what to do, and when to do it, and whom to ask for advice or guidance. The lack of specific group roles has caused our group-work to become a little unstructured at times. One episode when I asked what was left to program, and I got assigned to programming 'Create schedule'; however, it turned out that someone else had started programming that particular piece already.



However, when getting closer to the end of the project deadline, we have slowly developed natural group roles. The biggest struggles have been due to the mix of personal and cultural traits, where some group members prefer having everything done at school as a group of four, discussing every aspect of the project.

While others do not work so well when other people are present due to the new set of distractions and prefer a more individualistic approach to group-work, which is something we predicted when we analysed Hofstede. We never got into such hardships that we had to take into consideration using the group contact, we have primarily been great at accepting each other's preferences when it comes to meeting times this showed during the project weeks, where everyone started attending whenever he or she preferred, rather than meeting at 08:20 every day.

There is but a single change I would like to see included in my future group contracts, which is specific group roles, it was hard to figure out who is good at what when it's the first project you're doing together, which is why we left it out this time around.

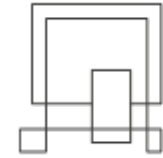
All things aside, SEP1 has taught me a great deal of what multicultural group-work brings when it comes to hardships and benefits. Moreover, like most groups, it will never be perfect the first time. If I were to end up in the same group again, I would try to sell them on the idea of stricter group roles thus everyone is getting to utilise their strengths because, in all honesty. Our group might be a perfect fit when it comes to covering each other's weaknesses. We have excellent coders, writers, analysers, designers, managers, and we have someone that excels at using the different programs we use such as Eclipse, Asta, Brackets, Word, Power-Point, and Photoshop.

The last thing I would change does not have much to do with the academic work we are doing; however, it would be great to spend some time outside of group-meetings getting to know your group members on a more personal level. Thus, getting to know them better, what motivates them, and what hardships they might be going through in their day to day life, which can translate into group related problems. Moreover, give better insight into how everyone, prefers to live their day to day life.

My ability to cooperate in group work might be damaged a bit by my way of working on an issue. I prefer to be in my own space without distractions of any kind, working at my own pace, which also shows a bit in my e-stimate profile. However, it has been great to have group members that force you to school for group meetings. Even if that means I do not get to do the same amount of work as I would have if I stayed at home, especially when we had to make significant decisions that had a substantial influence on how our product turned out.

Problem-based-learning

Group work has a lot of pros and cons; however, combining group work with problem-based learning is where you find the golden nuggets. Problem-based learning combined with multicultural group work welcomes discussions where everyone has different views, or a fellow group member sees the problem in a new way that I would never have noticed if I were to work alone. Luckily our group is very diverse when it comes to diverse cultures, Denmark, Hungary, Romania, and Sweden, so there's great diversity when it comes to group discussions and individual opinions. Furthermore, shifting the focus from the product to the process is an excellent way of letting students train interpersonal and teamwork skills, by allowing us to experiment with how we work and



communicate with a group. Moreover, it is always a better learning experience when you get to work on a real-life case, rather than a manufactured case that has no connection to the real world.

The most significant disadvantage of problem-based-learning is the feedback from supervisors. It is sometimes hard to write about something you've never written about before and received little information on how to do, without the supervisors giving you concrete feedback on how to do it, hints don't cut it all the time. I have partly handled managing the project and making sure we got everything made on time. I introduced the group to Monday.com where we had a clear overview of what we had to do, and who was doing what. Monday.com gave everyone a clear overview of who was working on what, this allowed everyone to check what tasks remained available and completed tasks. Furthermore, I have overseen setting up and formatting the final word document for our hand-ins and making sure it contains all the subjects we must cover. Moreover, making sure we have the right appendices attached. In the future, I will oversee making our power-point.

Finally, I have been an all-around guy, who has been able to help group members with various tasks, ranging from coding to writing.

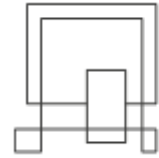
The biggest pro when it comes to making a problem formulation and project description is that; you define what the problem is, and how you plan to solve said problem. However, it is often too generalized, making it hard to follow because of presumptions you made when you wrote the problem formulation and project description.

Sébastien Malmberg

If I could go back in time, right at project start, I would have told myself to take the project work a little more seriously and not waste time. I would have told myself about all the cool features which will be left unimplemented unless our group finds a way to better manage our time. Then I would probably have introduced Monday.com, so that our group could make better plans from project start. Which would have been very efficient in my opinion since it is my firm belief that our group was at its most effective during project start as well as the very last weeks before deadline.

This has been my first time executing a group project with international students. I am sure my English has improved since project start. I could not help but notice that during the project start our group was extremely productive and enthusiastic, however, as we got to know each other, and the tensions released the productivity decreased in my opinion. Perhaps, as we get to know each other, the desire to prove yourself diminished and instead you start feeling comfortable showing your "lazy" side. This occurrence is not something I haven't witnessed before, but the initial productivity lasted for a very long time compared to previous experiences. I have reason to believe that the cause might be that we come from different nationalities, perhaps we each strived to show a good representation of ourselves and where we come from.

Nevertheless, cooperation was never the team's weak side. This group has been very social, and everyone have performed splendid in my opinion.



For future work I will try to be more flexible when it comes to group meetings. I have never missed a group meeting nor work session; however, I have always had an input on what time I would preferably meet. Because I am not a morning person, I fail to see the reasoning behind scheduling a 1.5-hour meeting at 08:20. In either case, I must learn to compromise and put my desire to sleep-in aside.

During this project I have felt incredibly uncertain regarding the project report as well as process report and how certain parts should be executed. Which have left me clueless at times to whether what I am writing is even headed towards the right direction or not. Therefore, I have felt stressed and unable to act at times. To prevent this from reoccurring in future work, I will schedule more supervised meetings and contact supervisors more frequently through mail to ask questions.

From this project I have learnt a great deal about how different cultures affect group-work. I have improved my programming and report writing skills and learnt how to document my code professionally. But to me, the most important thing this project has taught me, is how to structure and manage larger programming projects. It is something I certainly aim to get better at since I believe it will be very useful.

Tamas Fekete

Group work

Our group was made of 4 members from different countries: Sweden, Denmark, Romania and Hungary. At the beginning of the semester we tried to run our team in a democratic manner. However, we made some mistakes about how we run our team. Firstly, we didn't give responsibility to everyone, therefore we didn't take everything serious enough.

Secondly, we didn't communicate as well as we could have, especially when we gave the option to choose between multiple tasks, sometimes it wasn't clear if someone made a choice or not which was very confusing.

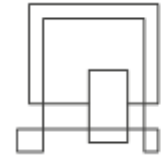
The last problem was the time management, because we didn't make semi-deadlines for ourselves therefore, we couldn't do that much work that we could have. These problems effected our team in a way that we couldn't finish with an awesome upshot.

On the other hand, we managed to create a working software despite all these setbacks. We get along with one another and we learnt how to be part of an international team, and when we knew what to do, we did it with high quality and I really enjoyed of being part of this team. In the future we must work on certain things, but this is what the first semester is all about to get along with the rules and have a better insight about how to work in an international environment.

Project organized studies and problem-based learning

The advantage of this kind of learning style is that you can separate the work phases therefore you can save more time. As time pass you learn how to trust and help your team members in the way they need it.

The disadvantage of this learning style that you don't have an overall insight about the whole project, there will be always some parts that you can't really explain, and you might not learn as much as you would learn during an individual project.



Supervision

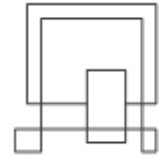
We have used our supervisors for a variety of things; however, we have used them for guidance when in doubt. Aforementioned, proved particularly useful during the first phases of the SEP1 when we had no clue about why, how and what work we had to address. However, the supervision has not always been unicorns and rainbows, especially during the project period, where it has been unclear when the supervisors were available on campus and when they were not. With that said, they have always been fast at responding to e-mails regarding a variety of issues.

After every meeting with supervisors, we have always felt a sense of clarity and renewed motivation to move on with the project. They have always been very clear and concise with their feedback.

Conclusion

The group summary on what to do and not do in group work

- ✚ Communicate, learn how to talk to your teammates.
- ✚ Distribute the work-load equally.
- ✚ When faced with a bad idea, discuss the idea and not the person who said it.
- ✚ Attend group work sessions and scheduled meetings.
- ✚ Attend SSE and SEP.
- ✚ Respect each other and each other's opinions.
- ✚ Treat each other as equals although group roles are present.
- ✚ Do not be late for scheduled meetings.
- ✚ Do not insult each other.
- ✚ Do not be afraid of confrontation or conflict
- ✚ Do not forget to work independently.



Appendices

Appendix A – Project Description.

Appendix G – Group Meeting Summaries.

Appendix H – E-stimate Profiles.

Appendix I – Work Distribution showcased with Monday.com.