Teaching and Learning (T&L) Week

31 October – 4 November 2022

The University of Queensland
AUSTRALIA

CREATE CHANGE

Partnering to enrich Architecture students' engagement with UQ Campus as a learning resource

Acknowledgement of Country

The University of Queensland (UQ) acknowledges the Traditional Owners and their custodianship of the lands on which we meet.

We pay our respects to their Ancestors and their descendants, who continue cultural and spiritual connections to Country.

We recognise their valuable contributions to Australian and global society.

The Brisbane River pattern from *A Guidance Through Time* by Casey Coolwell and Kyra Mancktelow.

#UQTLWeek22

Introduction

Dr Cathy Keys

- Architecture at UQ historically taught as a series of studio-based design activities
- Student attendance been declining for some time
- Staff noticing general detachment of student cohort from school-based activities
- Increased demand for flexible online classes
- Significant drop in student presence - pandemic

Conscious effort aimed at first year cohort of 2022 to improve sense of belonging and attendance (physical and virtual) across all subjects.

References

Ahn, Mi Young, and Howard H. Davis. "Four Domains of Students' Sense of Belonging to University." *Studies in higher education (Dorchester-on-Thames)* 45, no. 3 (2020): 622-34; Kahu, Ella R., Nicole Ashley, and Catherine Picton. "Exploring the Complexity of First-Year Student Belonging in Higher Education: Familiarity, Interpersonal, and Academic Belonging." *Student Success* 13, no. 2 (2022): 10-20; van Gijn-Grosvenor, Evianne L., and Penelope Huisman. "A Sense of Belonging among Australian University Students." *Higher education research and development* 39, no. 2 (2020): 376-89.

Structure

- Background - Cathy Keys
- Incursion - Jacqueline Chlanda, Education Manager, UQ Art Museum
- Online Activities - Kim Henville Senior Learning Designer and James Hardy Learning Technologist from the EAIT Faculty
- Library Visits - Miranda Newell Digital Content Specialist, UQ Library Services

Superflex
Dive-In, 2019
Dive–In was originally commissioned by Desert X in collaboration TBA21–Academy with music composed by Dark Morph (Jónsi and Carl Michael von Hausswolff)
Courtesy of Desert X
Photo: Lance Gerber

ARCH1140 Buildings in History and Culture

26000 BCE

Nawarla Gabarnmang, NT (50,000 BCE)

4000 BCE
Stone houses, Budj Bim Cultural Landscape, Lake Condah VIC

2002 CE
Wilcannia Health Service, Merrima NSW

1072 CE
Lincoln Cathedral England

532-537 CE
Great Mosque of Ayasofya (Church of Hagia Sophia) Turkey

2022 CE

Week 3 **Disaster**

Lectures – Pre-recorded

Stilt Housing, Elevated Queensland House, Flooding

Class Lecture

Inundation
Guest Lecture - Dr Jacquie Chlanda

Tutorials

Visit to UQ Art Museum

Blackboard – TurnItIn

Assessment 1 hand-in due

Flooded Queensland Homes, Bundaberg. Image sourced: https://samaritanspurse.org.au/queensland-flood-response-update/

Partnerships

- **A partnership with UQ Library Services provided students with a virtual walk through of ARMUS Library – a library rich in resources on architecture.**
- **A partnership with UQ Art Museum enabled a site visit to experience pavilion architecture and an exhibition responding to the weeks inundation theme.**
- **An ongoing partnership with EAIT Learning Designers and Technologists**
  - help with Learning Pathways portal in Blackboard;
  - flip content from a traditional 2 hour class lecture into short pre-recorded targeted lectures;
  - develop virtual tour of UQ Art Museum.

Learning Design Partnership

Week 4 Discomfort

Need to know

- Assessment 2: Presentation Task
- Assessment 2: Presentation-Criteria
- Essay Questions - Long

Need to do

- WATCH: Lecture 4a Tropics, Climate and Imagination
- WATCH: Lecture 4b Sun, Malurnpa, Hats
- WATCH: Lecture 4c Housing & 'White Man in the Tropics'
- WATCH: Lecture 4d Guest Lecture Dr van der Plaat
- READ: van der Plaat 2021
- READ: Chang 2011

Resources

- WATCH: Example - Verbal Presentation Assessment 2
- READ: Collins 2020b
- WATCH: The Queenslander Eps 2 Building Australia John Doyle
- CHECK OUT: Presentation Skills

Week 5 Disease

Need to know

- Speed Tutorial Presentation: Criteria
- Speed Tutorial Presentation: Task
- ATTEND: Speed Tutorial Group 1 EX Craig Atkins
- ATTEND: Speed tutorial Group 1 IN Dilrabo Tosheva
- ATTEND: Speed Tutorial Group 2 IN Paul Dielemans
- ATTEND: Speed Tutorial Group 4 IN Dilrabo Tosheva
- ATTEND: Speed Tutorial Group 5 IN Paul Dielemans

Need to do

- WATCH: Lecture 5a Ships & Quarantine
- WATCH: Lecture 5b Tropical Medicine & Hot/Dry Tropics
- WATCH: Lecture 5c Nursing Sisters & Actinic Rays
- WATCH: Lecture 5d Nursing Sisters & Adelaide House
- READ: Collin 2020a
- READ: Manaugh 2021

Resources

- SUPPORT: Tutorial Readings Disease

- Accessible content and ease of navigation encourages student involvement with course
  - Different resource types, all provided in advance online
  - Targeted videos leading towards live hybrid lectures
  - Online content referenced during live interactions
- Both internal and external students experiencing the content in a similar way
  - Increased feelings of unity and belonging

UQ Art Museum: Course Integrated Learning

L: **Andreas Angelidakis**, ‘DEMOS (Sandstone),’ 2020, foam, vinyl, fifty parts. Installation view with students during a tutorial discussion. Reproduced courtesy of the artist.
R: **SUPERFLEX** ***Dive-in,*** 2019
Video; 19:55 minutes on loop. Sculpture: 1.77 x 1.17 x 3.5 m (4 x blocks). Installation view with UQ Architecture students.


Use fullscreen mode
Hit ESC to return
Oceanic Thinking
Virtual Tour
Start Here

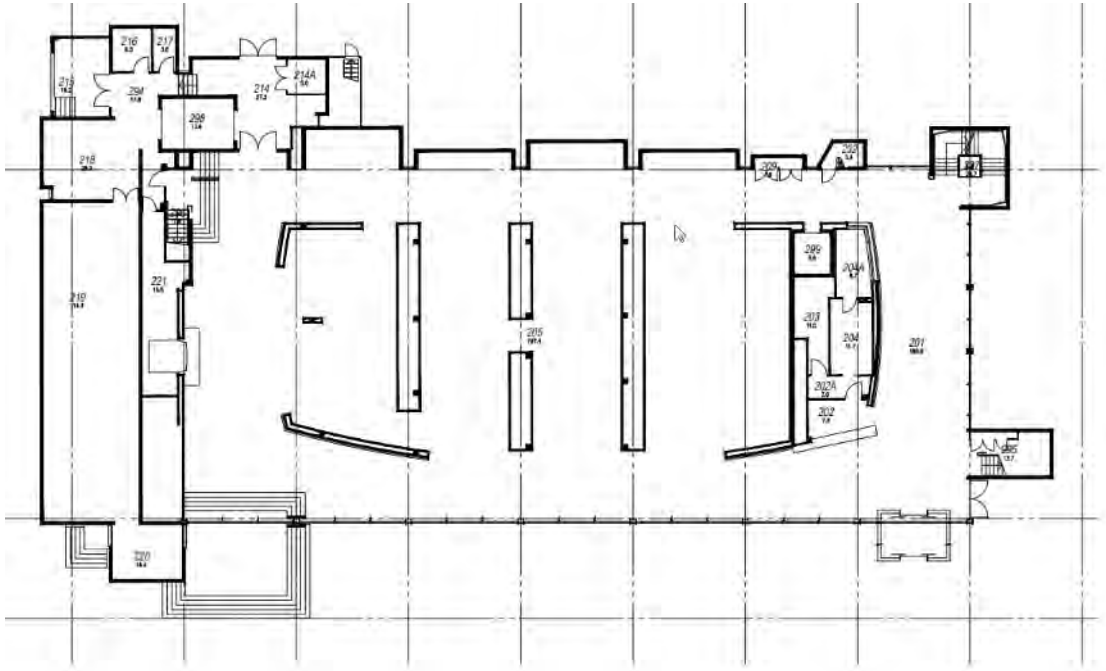
Planning Virtual Tours

Determine the purpose

Create/compile supporting resources

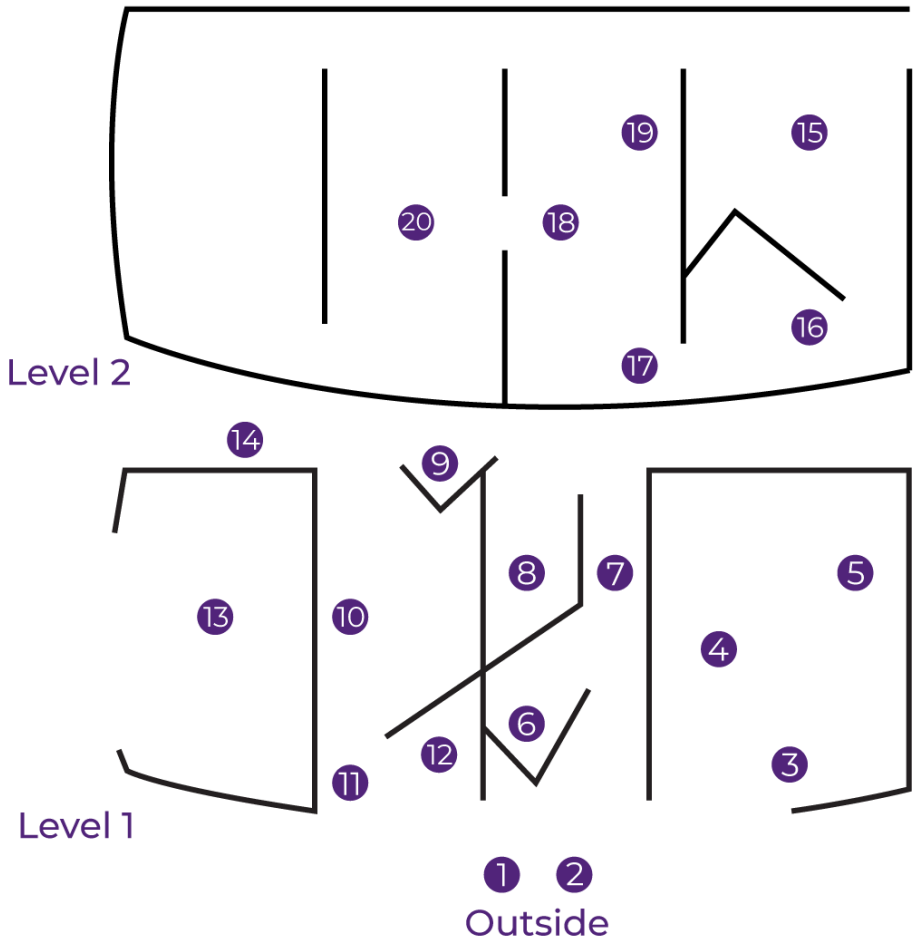
Consider navigation and photo locations

Create Maps or Floorplans



Adobe Illustrator

Create Maps or Floorplans



Oceanic Thinking

1.	Vessel / Vessel	2022
2.	Dive-In	2019
3.	Vessel / Vessel	2022
4.	Tāpū	2022
5.	Vessel	2022
6.	Divine Memory	2019
7.	Edge of a known world	2009
8.	Diaspora Ad Astra	2020
9.	I don't see colour	2021
10.	Flat Reef	2010
11.	Flat Reef	2012
	Makarrki	2013
12.	Moreton Bay	1976
13.	DEMOS (Sandstone)	2020
14.	Nobody owns the sea	2020
15.	Did you know Blue had no name?	2018
	Cyanometers	2018
16.	The Year Without a Summer	2020
17.	Counterspace	2021
18.	Variable depth, shallow water	2020
19.	Oceanic Atlas (vanishing)	2020
20.	DEEP DOWN TIDAL	2017

Photography

Capture 360° photos

Stitch photos

Capture additional photos and videos

Virtual Tour Platforms

H5P

Oceanic Thinking Virtual Tour

Luggage Point WWTP
UQ Lake Project (in progress)
Camp Hill house renovation (in progress)

UQ Innovate (coming soon)

Architecture Music Library Virtual Tour

- Partnership between Library teams and ARCH1140 teaching staff
- Introduce students to their library and how to borrow
- Demonstrates different features and services of the space
- Gives student a sense of what's available, how can borrow physical items
- Three Library teams worked together to produce tour – Faculty Services Librarians, Engagement and Digital Learning
- Librarian team liaised with teaching staff on tour requirements, what they would like included
- Footage was shot by Engagement team and edited by Digital Learning team
- Tour was included in H5P module embedded library class on finding resources, based on their assignment

Architecture Music Library Virtual Tour

Wrap-Up

Next steps

Student Attendance And Secats Positive

- Very high participation rates in the online lectures and tutorials over entire semester (avg. 85%+)
- Very high class lectures and tutorial attendance (avg. 85%+) weeks 1-7 . In person lecture dropped weeks 8-13 (avg. 55% - 40%) but strong in-person tutorial attendance weeks 8-13 (85%)
- Strong Secats and very positive written feedback from students.

Other Data

- No data collected on student use of new online materials because of glitches in Blackboard early 2022!
- This year was essentially a pilot and we will collect data on student views of the online lectures, and additional resources in 2023.
- We will also explore quick check-ins on first year student's sense of belonging to test if initiatives are working.

Partnerships

- Positive collaborative teaching experience.
- Lifted quality of learning resources.
- Gave students flexibility in their access to teaching materials.
- Made the UQ Campus accessible to external students.

Resources and feedback

- Session recordings/resources will be available on the ITaLI website upon conclusion of T&L Week.
- All attendees will receive an email with the link to these resources and a request to complete a short survey on their T&L Week experience.

Thank you

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uq-institute-for-teaching-and-learning-innovation

Teamwork in EAIT Courses

Bev Coulter, Senior Lecturer & Shaun Chen, Postdoc Education Researcher

School of Chemical Engineering

2022 EAIT T&L Grant – Teamwork Project

Project Title: Enhancing student learning and student experience in project-based teamwork across EAIT

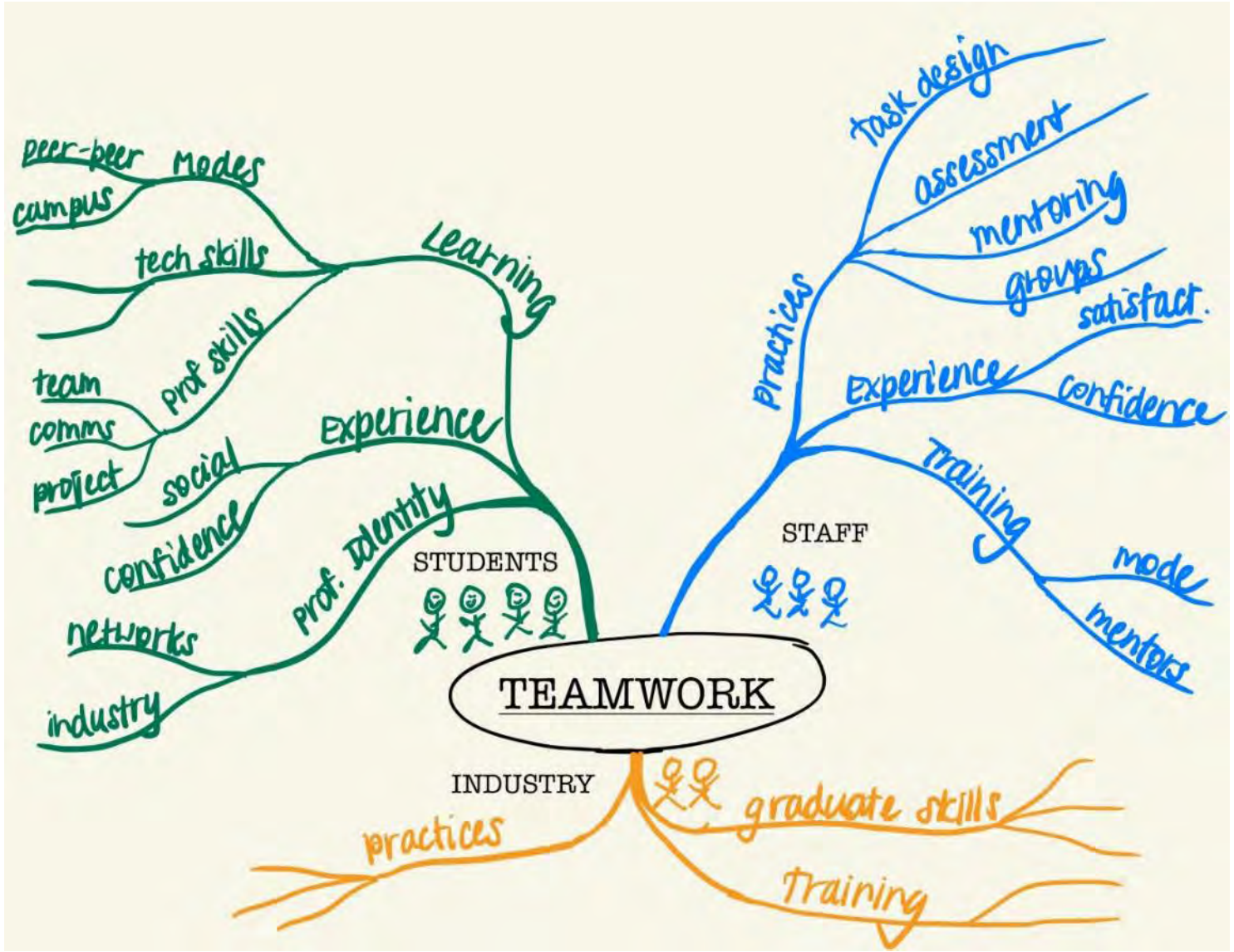
Goals of the study are:

- To develop a wider community of practice among EAIT Course Coordinators who run team-based projects
- To develop recommended guidelines for EAIT Course Coordinators to enhance student learning and experience in team-based assessment in EAIT courses.

Project Team members

- Bev Coulter (Chem Eng)
- Greg Birkett (Chem Eng)
- Shaun Chen (Chem Eng)
- Mark Hickman (Civil Eng)
- Fred Teixeira (Architecture)
- Marie Boden (ITEE)
- Melanie Fleming (EAIT LET)

EAIT Teamwork Project



2022 EAIT T&L Grant – Teamwork Project

Project methods:

- Reviewing literature on teamwork teaching practices
- Collecting data on:
  - student learning and experience in teamwork assessment through student surveys
  - staff teaching practices and experience in teamwork assessment through Course Coordinator interviews
  - industry practice in teamwork and expectations about graduate teamwork skills
- Analysing data to identify themes and good practice in EAIT teamwork assessment

Progress so far:

- Literature review well progressed
- Ethics approval received (lengthy process!)
- Student surveys commenced in October, in all Schools across all year groups via 15 EAIT courses
- Preliminary analysis of student survey data of 130 responses.

Teamwork in EAIT courses

Big Questions for us:

Should we use **any** teamwork assessment in courses in EAIT Faculty?

If no, should we drop all teamwork assessment?

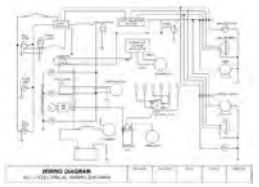
If yes, how can we enhance student learning and experience in teamwork assessment?

What does the literature tell us about teaching teamwork?

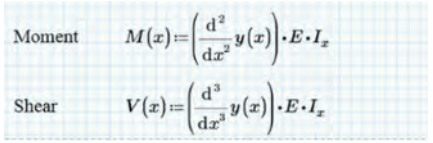
Task Design

- Path of least resistance is always specialising each student to one part of the project or report.
- Design assessment such that the nature split of students still ensures all students practice/learn the necessary skills of the learning objectives.

Tom



Sally



John

Task Design

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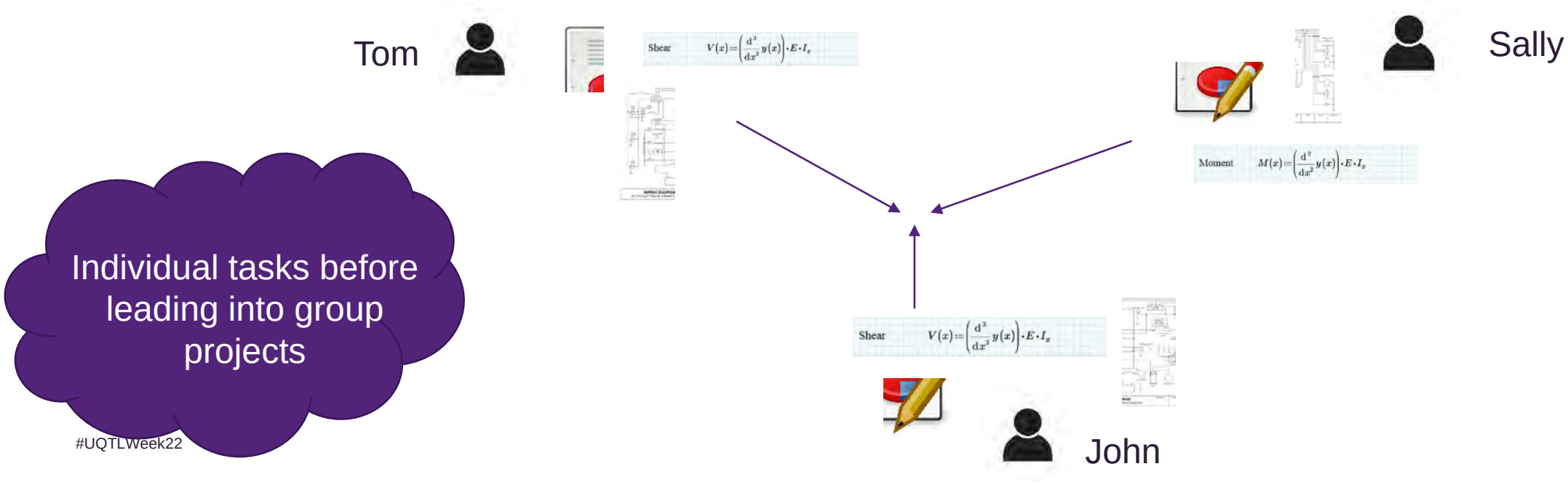


Assessing Contribution

- Metrics to assess:
  1. Responsibility
  2. Participation
  3. Academic Performance/Quality of Work

→ Careful of loaded questions
e.g. “Did the student assist others”

- Over reliance on a single factor (e.g. PA), consider also:
  1. Self-assessment
  2. Contribution tables
  3. Meetings with tutors and academics
  4. Progress milestones
- Multiple papers report students wishing for heavier penalties/removed caps

Supporting Teamwork

1st and 2nd Years	Later Years
Give context in workforce	
Setting ground rules (scaffolded) Meetings, absences, communication	Setting ground rules
	Introduce professional practice (project management)
Teach teamwork skills (decision-making, trust building, establishing roles, giving/receiving feedback)	
Facilitate team maintenance half-way through semester. Revisit ground rules.	
Equip students to deal with dysfunction	

The Bottom Line

Students' experience of teamwork dictates their perception of a course more than their actual learning.

Three factors contribute to their experience.

1. Team Size (work load)
2. Presence of Slackers (and mechanisms to deal with these)
3. Presence of instructor guidance (teamwork training)

What do our students think about teamwork in EAIT courses? (preliminary findings of surveys)

What did the students say ?

5 key findings so far:

1. Most students value teamwork in EAIT courses.
2. Students have mixed experience with teamwork in EAIT courses.
3. Students value meaningful, well-designed teamwork assignments.
4. Students value peer assessment in teamwork.
5. Students value mentor support with teamwork activities.

130 survey respondents across all EAIT Schools, across all years

What did the students say ?

1. Most students value teamwork in EAIT courses.

Survey data:

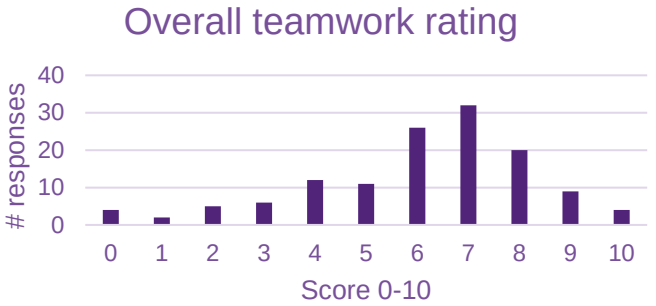
- **79%** respondents Agreed or Strongly Agreed with statement: '*Teamwork was necessary to learning key concepts/skills in my courses*'
- **73%** respondents Agreed or Strongly Agreed with statement: '*Team-based activities I have completed have improved my teamwork skills'*
- **89%** respondents think we should include **1 or 2** team-based courses per semester (46% and 43% respectively). Only **5%** said no team-based courses.

Survey quotes:

- *'Fitted the course content really well and I felt like it simulated a real-world scenario of what its like to be an engineer working in groups'*
- *'Because first semester at uni, good way to meet people and make friends and stuff'*
- *'The project involved lots of cross-communication between members and tasks of the group and allowed me to develop my teamwork skills'*

130 survey respondents across all EAIT Schools, across all years

What did the students say?



2. Students have mixed experience with teamwork in EAIT courses.

Survey data:

- Average teamwork experience score = **6.0** /10, with wide range of scores
- **65%** respondents Agreed or Strongly Agreed with statement: *I have had at least one course where the teamwork experience was terrible.*
- **55%** respondents Agreed or Strongly Agreed with statement: *Teamwork was well-managed in my courses.*

Survey quotes:

- *‘ Both courses built upon teamwork and leadership qualities in meaningful ways that allowed students to adapt and thrive.’*
- *‘I am an exchange student and have only studied here this semester. I have had teams in one course and had a very positive experience so far.’*
- *‘Deeply dysfunctional teams and very stressful’*
- *‘I felt absolutely hopeless as I watched my team crumble apart due to some conflictions. We eventually powered through but we never talked to each other again.’*

130 survey respondents across all EAIT Schools, across all years

What did the students say?

3. Students value meaningful, well-designed teamwork assignments.

Survey data:

- **40%** respondents Agreed or Strongly Agreed with statement: *The workload was able to be distributed fairly across all the team members.*
- **49%** respondents Agreed or Strongly Agreed with statement: *The workload distribution allowed all team members the opportunity to learn and to practise the core principles of the course.*

Survey quotes:

- *'The tasks that are assigned in the project required people within my team to actually collaborate with each other rather than just doing their own separate activities and compiling a report.'*
- *'The group project generally felt like a slightly modified version of the assignment, i.e.no real teamwork besides dividing up the workload was really required.'*
- *(There was) 'excessive focus on forced teamwork regardless of whether the subject content being assessed really fits a teamwork delivery method.'*
- *'In these courses, the group work was really only in the course because of a lack of available Lab equipment.'*

130 survey respondents across all EAIT Schools, across all years

What did the students say?

4. Students value peer assessment in teamwork.

Survey data:

- **93%** respondents stated that team-based assessment should include peer assessment.
- Most students are familiar with PAF but only **47%** have experienced behaviour-based peer assessment.

Survey quotes:

- *'I prefer being able to give a score without being restrained by a total sum number of points I must distribute to my team members.'*
- *'PAF can become biased, especially when group members are friends or constant communication is not noticed.'*
- *'I think it would be helpful to incorporate team contribution tables into all assessments involving teamwork.'*

130 survey respondents across all EAIT Schools, across all years

What did the students say?

5. Students value mentor support with teamwork activities.

Survey data:

- **53%** respondents Agreed or Strongly Agreed with statement: *There was adequate instruction on how to run an effective team.*
- **37%** respondents Agreed or Strongly Agreed with statement: *There was adequate support to deal with a dysfunctional team situation.*

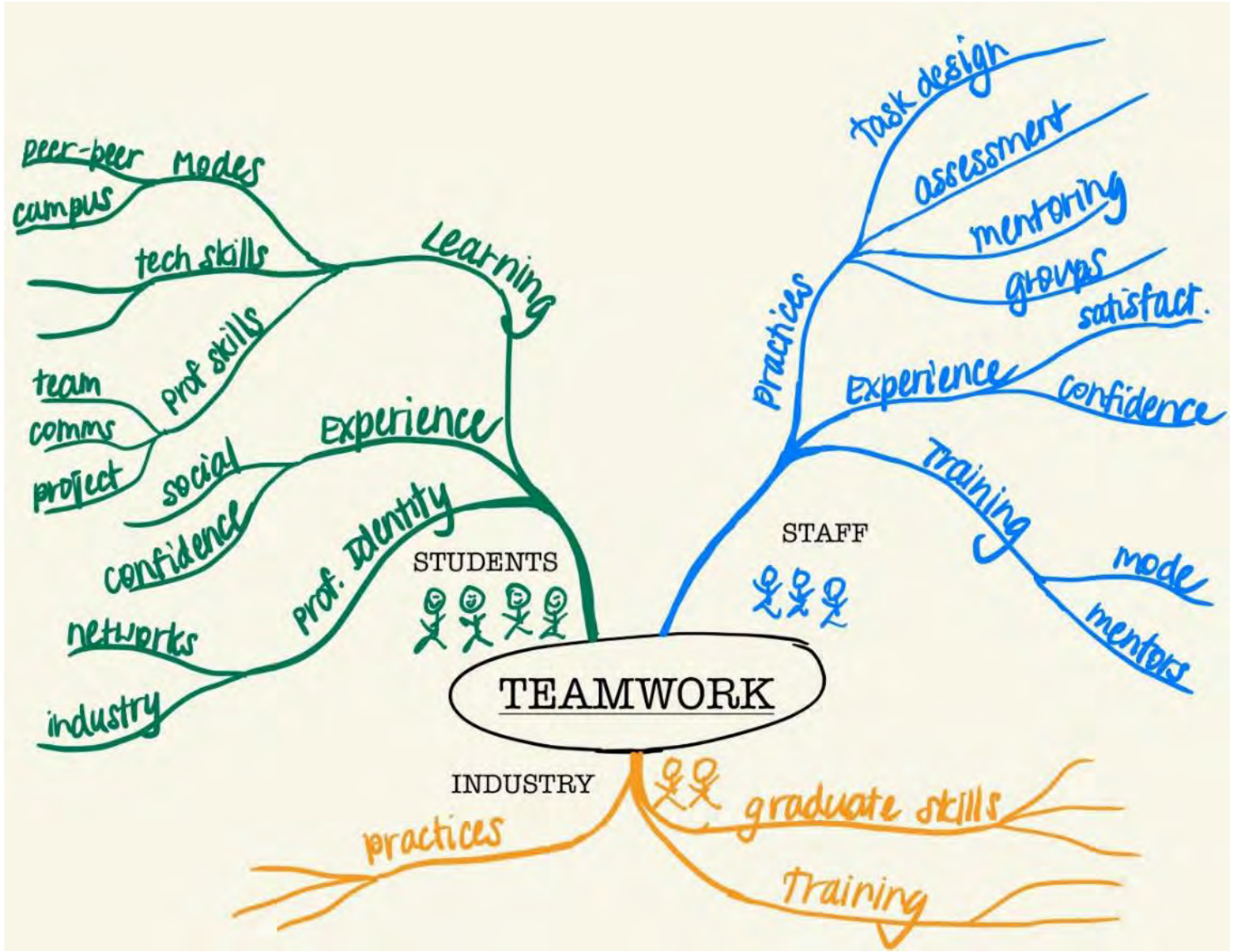
Survey quotes:

- *'XXXX was a great introduction to the engineering profession, in which teamwork was well managed and a lot of assistance was provided.*
- *'I think that team projects should have more guidance as to milestones, rather than a project release date and due date.'*
- *'In both courses I would describe my team as dysfunctional and it wasn't clear what avenues were available to get assistance regarding this.'*
- *'Experienced tutors are indispensable.'*

130 survey respondents across all EAIT Schools, across all years

Next steps in teamwork project

EAIT Teamwork Project



Questions for the audience. . .

Audience discussion

Q. What do you think is the value of teamwork assessment in your courses?

Q: What are the key challenges you face in implementing teamwork in your courses?

2022 EAIT T&L Grant – Teamwork Project

If you'd like to learn more about this study, **please contact Bev Coulter or one of the team members below.**

Project Team members

- Bev Coulter (b.coulter@uq.edu.au)
- Greg Birkett (Chem Eng)
- Shaun Chen (Chem Eng)
- Mark Hickman (Civil Eng)
- Fred Teixeira (Architecture)
- Marie Boden (ITEE)
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Thank you

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uq-institute-for-teaching-and-learning-innovation

THE UNIVERSITY OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

Experiences of T&L partnerships with students;

tips and traps for projects incorporating the student voice and representation from SSP to SLOCI.

Acknowledgement of Country

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We pay our respects to their Ancestors and their descendants, who continue cultural and spiritual connections to Country.

We recognise their valuable contributions to Australian and global society.

The Brisbane River pattern from *A Guidance Through Time* by Casey Coolwell and Kyra Mancktelow.

#UQTLWeek22

Experiences of T&L partnerships with students

tips and traps for projects incorporating the student voice and representation from SSP to SLOCI.

What will we discuss today?

- A description of student partnership projects in T&L, including student staff partnerships (SSP/SAP) and the Student Led Observation for Course Improvement (SLOCI) team
- Ideas - reasoning – the pedagogical background behind these initiatives
- Examples of SAP projects
- Our SAP example (application process and how SSP guidelines align with pedagogical background)
- SLOCI including example SLOCI projects (how to engage, experiences and how these align with pedagogical background)
- Lessons learned, pitfalls to avoid, highlights, positive things and outlook for future
- Other options to work with students (outside of SAP projects/SLOCI)

Questions

1. **Had you heard of SSP/SAP before today?**
2. **Have you ever been involved in a project through SSP/SAP or with the SLOCI team?**

Partnerships between staff and students in HE

One model of partnership (Healey et al., 2014)

Felten, Cook-Sather, & Bovill (2014) have described partnerships as "a collaborative, reciprocal process through which all participants have the opportunity to contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualization, decision-making, implementation, investigation, or analysis' (pp. 6–7).

Partnerships between staff and students can be considered:

- **Unfamiliar territory for both students and staff**
- **An emerging area of research in HE**
- **Partnership has been described as both transformative and troublesome for both students and staff (Marquis et al., 2016).**

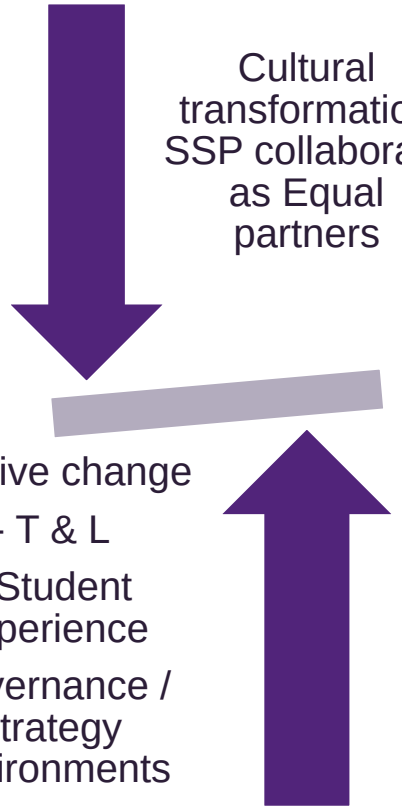
Student-Staff Partnership projects (SSP)

Pedagogical background and approach

- **Disruptive to traditional power hierarchies between staff and students**
- **Responsibility for T&L is placed on all participants (students and staff)**
- **Sees education and learning as a shared responsibility and an exchange**
- **Antithesis of transmission based modes of teaching and learning (e.g. direct instruction)**
- **Based on equality, respect, inclusivity, reciprocity, authenticity, participatory**
- **Active and engaged learning**
- **Pedagogy built on discovering and learning something that cannot be learnt beforehand (Healy et al., 2014)**

SSP Project – framework

Motivation



Framework

Logistics

- Four (4) rounds per year
- Duration varies up to 20 weeks (depending on the project round)
- Student partners receive a grant (variable up to $1,500)

Eligibility

- Academic and professional UQ staff members
- All currently enrolled UQ students

Benefits

Students: meaningful partnership, gain experience, raise employability

Staff: collaborate in partnership / team environment, empower students, increase inclusivity

Application Steps

Application

(formal process with selection criteria)

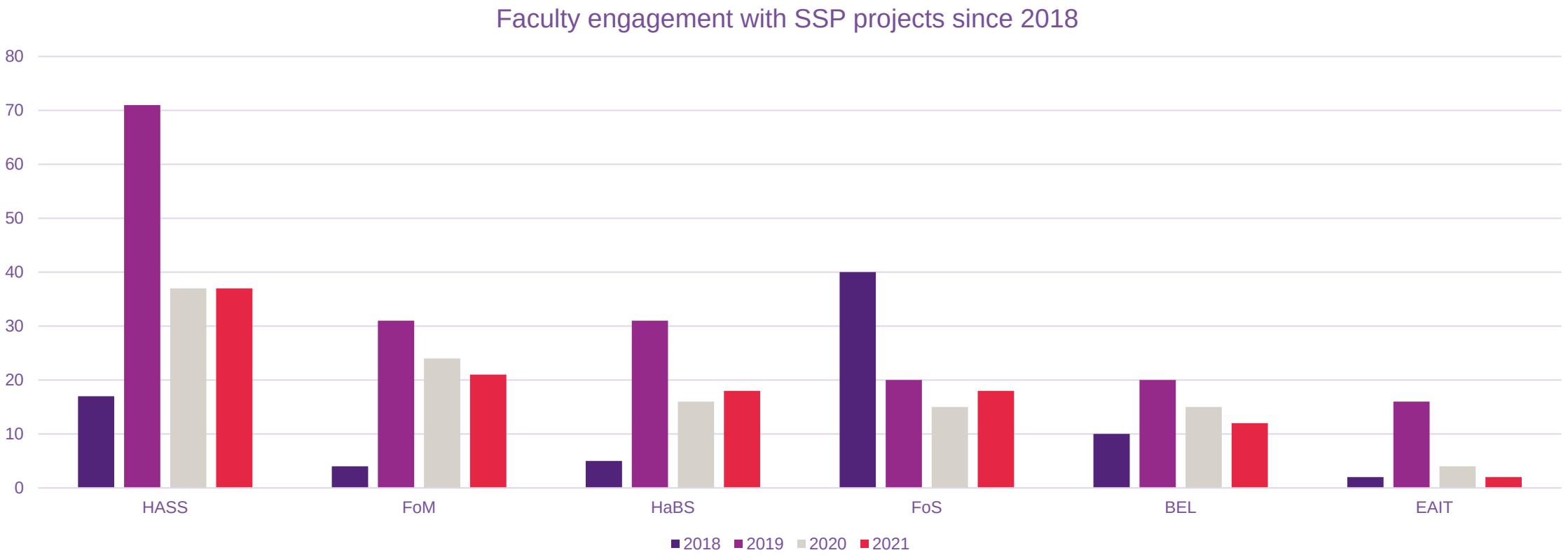
Decision with feedback

Yes / No (no revision)

Timely Induction

Or Reapply next round

Faculty engagement with SSP



Source: https://employability.uq.edu.au/student-staff-partnerships/ssp-library

SSP themes

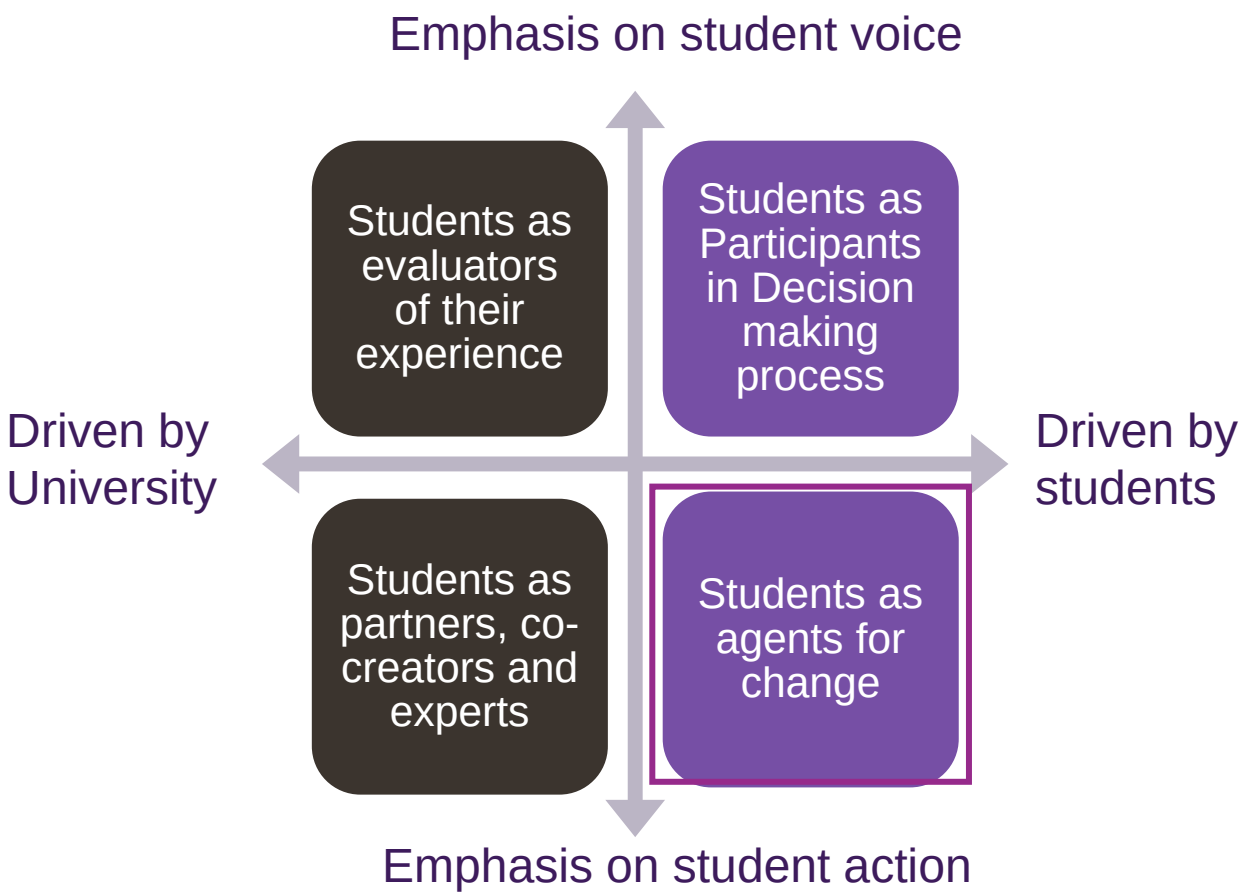
Word cloud of SSP themes

SAP project (Example)

How can <u>students</u> become more involved <u>as change agents</u> in feedback strategies?

Framework

Theoretical Model after Dunne et al. (2011)



*The **student voice** is an important element in the **design of learning**. **Adaptive feedback techniques** could help to improve learning interventions by **integrating students in "shaping the future of teaching and learning "** at UQ.*

*Project aims: find synergies or necessary differences for feedback collection. to assess T&L methods and to **incorporate students as change agents**.*

SAP project (Example)

How can <u>students</u> become more involved <u>as change agents</u> in feedback strategies?

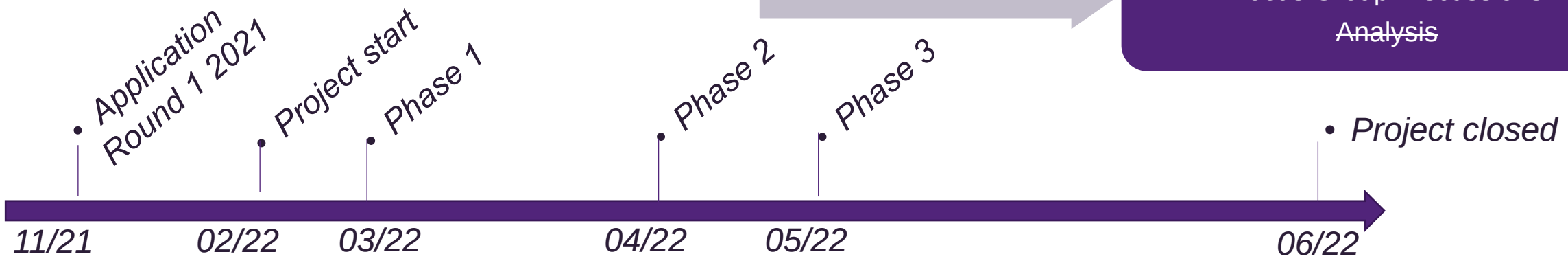
What we did

- to *improve integration of students in survey / feedback methods*

Phase 1
Literature Research
Scoping of survey methods

Phase 2
Train students / Work with SLOCI Team

Phase 3
Focus Group Discussions
~~Analysis~~



SSP (Opportunities/ Challenges or TGTBaTU)

- Working with students
- Mentorship
- SSP Program well organised
- good outreach & diversity
- Networking

- Application process (competitive)
- Strict timeline (offset to S1/S2)
- Budget (do you get what “you pay for”?)
- Commitment / availability varies over the semester

- A lot depends on Team selection and
- Team dynamics
- Need to set realistic goals
- available 4 times a year
- Expect/plan for little commitment outside

SSP Project application – food for thought

Selection Criteria	Successfully addressed
Scope and Motivation	
Motivation	- Need or challenge this partnership project seeks to address - How students, staff or wider UQ community will benefit
Innovation	- Creation of resources or support networks that **do not** already exist .
Scope	- How can project be achieved in relation to the designated project round, timeframe, team size and **level of student engagement**.
Flexibility	- Sufficiently flexible to **enable all partners** (students and staff) to contribute their perspectives to the project design and outcomes
Partnership Ethos	
SSP Ethos	- Upon mutual learning, accountability and shared responsibility (i.e. **not task delegation**).
Need for Partnership	- Why it is important to address the **need or challenge in partnership**. Specifies the need for diverse perspectives to achieve desired project outcomes, and how both student and staff perspectives are critical.

SSP for simple survey could be considered insufficient

2/3 of the selection criteria call for equity and focus on partnership

Weighting of criteria is not disclosed, you should address all

Student led observation for course improvement (SLOCI)

Origins

EAIT T&L grant from 2018, subsequent funding from other EAIT T&L grants, or areas within UQ (e.g. Student Voice/SSP and ITS funding)

Purpose

The original purpose of SLOCI was to provide feedback to staff through in class observation. This was provided through the use of classroom observation protocols such as COPUS

Evolution of the team

*** It became apparent that staff wanted to learn more about the student learning experience than the information provided through in class observation**

*** this has since included**

*** The team has evolved over the years to provide mentoring for other SSP projects (e.g. ITS, Student Voice)**

SLOCI

Sample projects

In Class observations and course related projects

ENGG1211

ENGG1200

ENGG1100

FIRE3700

CIVL3141

ARCH1201

Other curriculum projects

BE/ME Review

AS1170 Module Review

Teamwork

ITS SSP project

Technology related projects

VLE Review

Allocate Plus

Maze Maps

ArchiStar

MyProgrammingTutor

AIM Review

Levels of student participation

Students in control	**Students control decision-making and have substantial influence**
Partnership – a negotiated curriculum	
Students control of some areas of choice	**Students have some choice and influence**
Students control of prescribed areas	
Wide student choice from prescribed choices	**Staff control decision-making informed by student feedback**
Limited student choice from prescribed choices	
Participation claimed	**Staff control decision-making**
Dictated curriculum	

Types of learning that occur

Ways of thinking about the learnings that have arisen from engagement in SSP and SLOCI projects

Major upheavals	Initial impact of COVID, students leaving the team, and students adjusting to new work roles
Cumulative	Seeing sustainable partnership in action as experienced students train new team members, therefore sharing progressive lessons learnt Continued impact of COVID in terms of team meetings, productivity (staff and student illness)
Illuminative	Exposure to new ways of thinking and knowing; from the literature on partnership and from alternative theoretical perspectives; from team members. (example).Team members input to project work resulting in immediate changes in understanding and perspective
Relived	loss of funding is a yearly cycle that brings renewed opportunities to learn, develop strategies, engage with others, create and share new knowledge

Conclusions

Some final thoughts and remarks

SSP and SLOCI – if you are interested in participating or want to learn more please see the following links:

SSP - https://employability.uq.edu.au/ssp-projects

SLOCI - https://www.eait.uq.edu.au/enhancement-team/educational-research

Based on the pedagogy behind these initiatives there are

- **number of benefits to including students in these projects.**
- **there are certain pitfalls that can be minimised or avoided (with good planning)**

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Thank you

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