

5.3.1 Choose a scientific article from a technical journal.5.3.6The teacher supports students in writing a group report by providing guidelines for structuring the report and dividing the workload, i.e. who will write what sections and take responsibility for piecing the sections together as well as for proofreading (a proof-reader reads the report carefully and corrects spelling errors, references etc.).Clarify how each section relates to all the others, and decide roughly how long (how many words or pages) each section should be. The completed outline of the report is presented in turn, and each team provides feedback on it – commentaries, questions, or suggestions for the improvement.Emphasize the importance of avoiding plagiarism and provide a couple of 41concrete examples in which authors of reports, papers or other forms of publications did not follow the rule of copyright.Plagiarism is the wrongly appropriation and stealing and publication of another authorThe idea remains problematic with unclear definitions and unclear rules.5.3.7 After listening the presentations of the group reports (written within the task 5.3.6), each team in turn makes comments, gives the report a mark for separate sections and overall, and checks it against the following marking criteria: Is the purpose of the report clear?5.3.8 The teacher asks the students to reflect on their own individual role within the group work: what their contribution was, what role(s) they played, how well they fulfilled their responsibilities and how they could work more effectively in groups in the future.5.3.3 Choose a scientific article related to your specialization.