Winter School

Erasmus+ Capacity Building in Higher Education
Assessing and Improving Research Performance at South East Asian Universities

7. 10. - 11. 10. 2019

Chiang Mai,Thailand

Co-funded by the
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Effective Tools to Prepare a Competitive EU Project Proposal

Erasmus+ Capacity Building in Higher Education
Assessing and Improving Research Performance at South East Asian Universities

7.-11. 10. 2019, Chiang Mai University, Thailand

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Content of the training

1. European support for R&D and education - Horizon 2020 and Erasmus +
2. Capacity Building in Higher Education scheme

1. Preparing the CBHE proposal
2. The CBHE proposal – award criteria
3. Hands on exercise – start preparing your own proposal

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The European Union

EU – A Partner of Excellence in R&I

– 28 countries - a single market – movement of people, goods, services, capital and knowledge

- 7% of the World's population
- 24% of world expenditures on research
- 32% of high-impact publications
- 32% of patent applications

*Free

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EU Framework Programme "Horizon 2020"

Nearly 80 billion EUR funding programme

Interconnecting research and innovation

Focus on societal challenges: health, clean energy, transport, etc.

Open to the World !

Participation of companies, universities, institutes from the EU and the rest of the world

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Multilateral Cooperation

28 Member-States (MS)

15 Countries Associated to the framework programme (AC)

Horizon 2020 = more than 40 countries, which can collaborate

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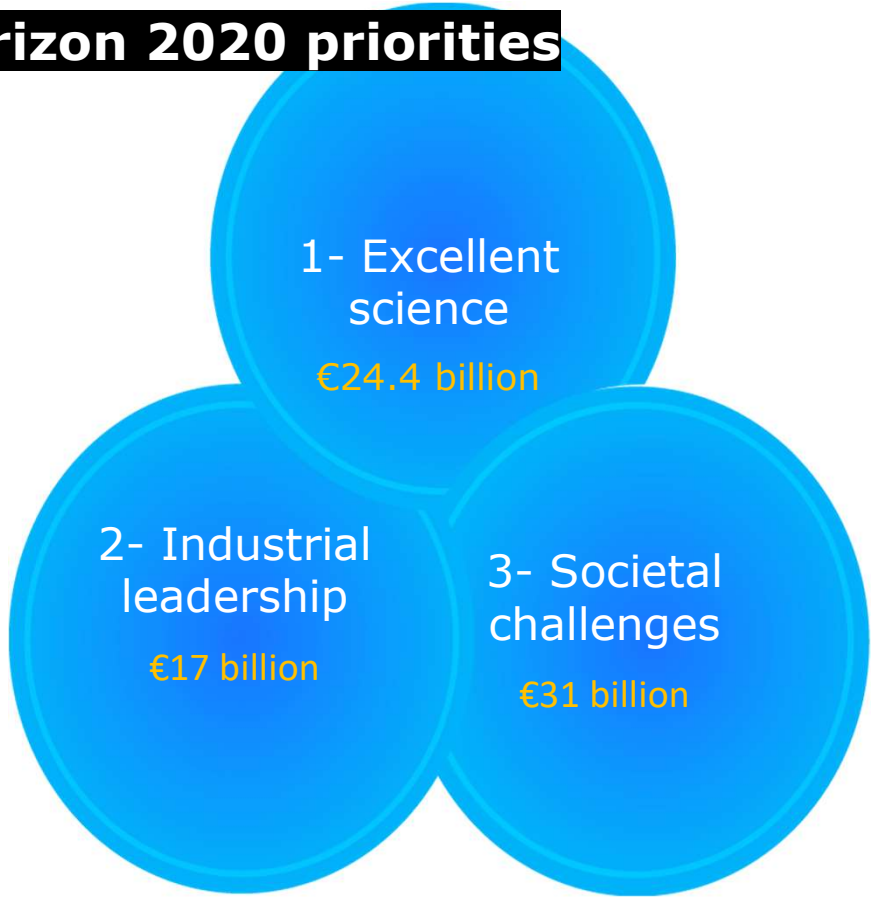
Horizon 2020 priorities



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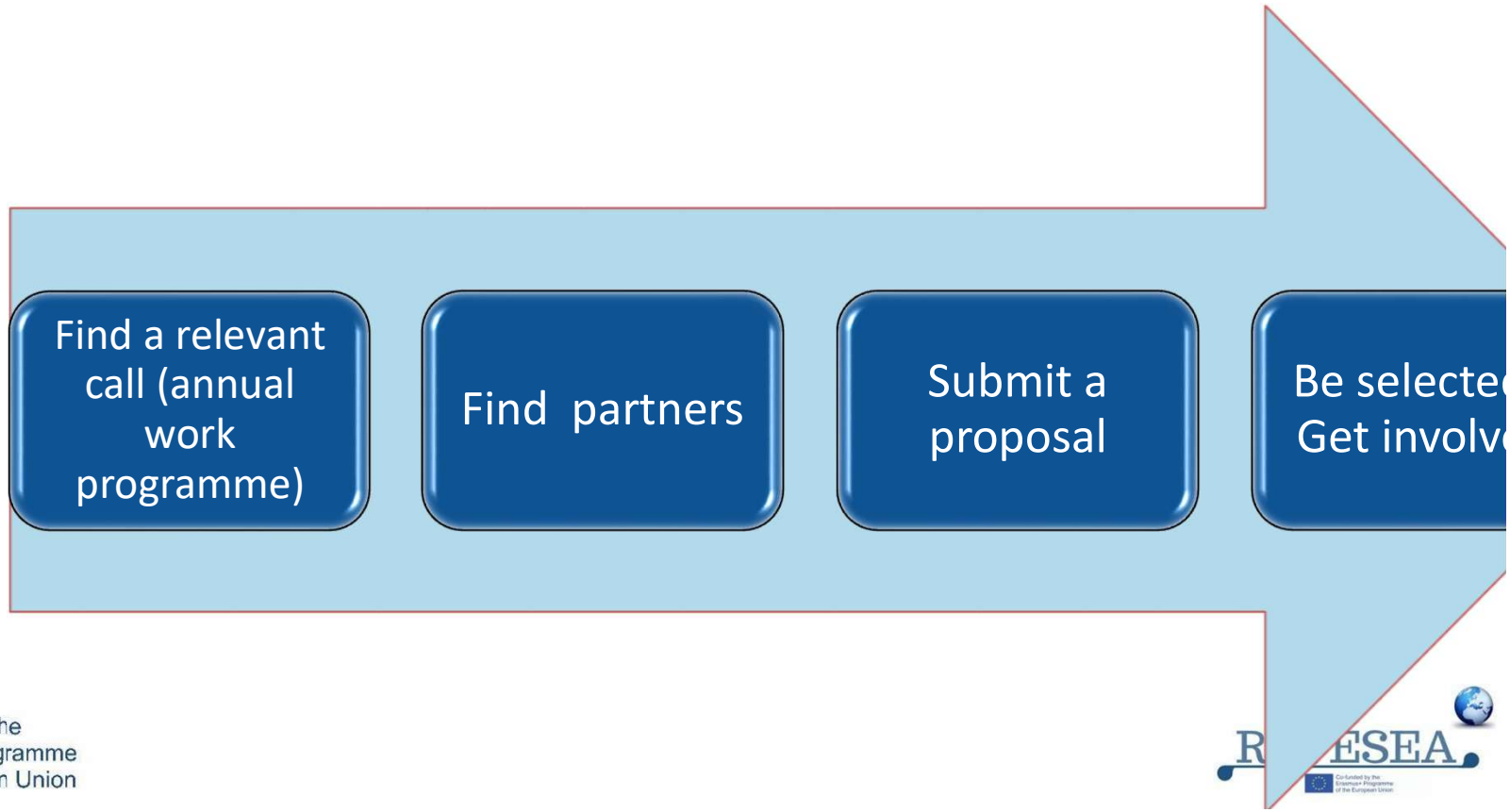
OPEN COMPETITION + PEER REVIEW
How to proceed with obtaining the grant?



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Horizon 2020 projects assessed based on:

- ✓ **ERC** frontier Research actions » only "EXCELLENCE"
- ✓ **Innovation actions** » higher weighting for "IMPACT"

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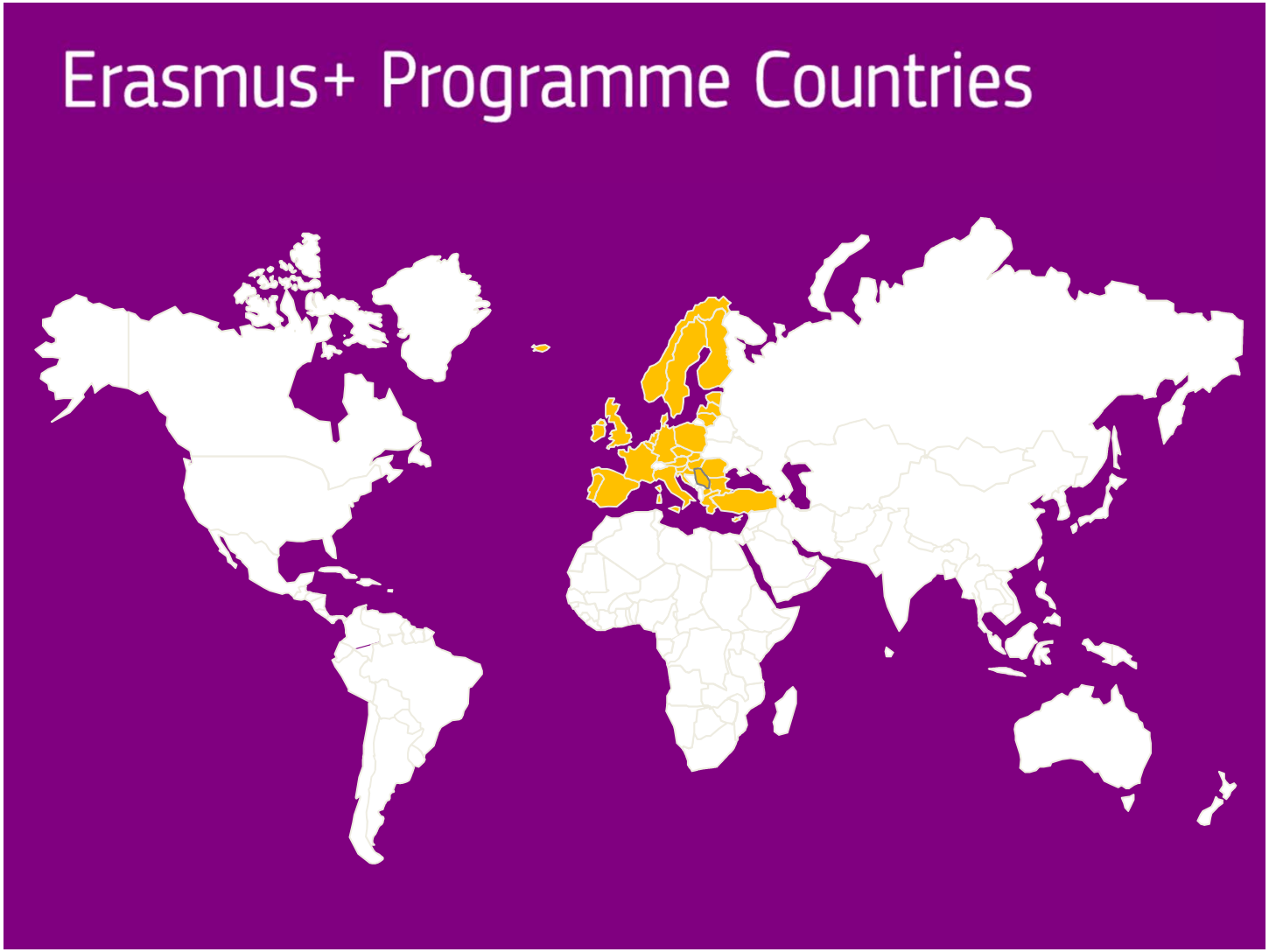
Erasmus+ as part of Horizon 2020

- The EU's programme to support education, training youth and sport
- Funding for programmes, projects and scholarships
- Fosters EU-EU and EU-international cooperation



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Oportunities for HE institutions from Partner Countries

- ✓ International credit mobility
- ✓ Erasmus Mundus Joint Master Degrees
- ✓ Capacity Building for Higher Education
- ✓ Jean Monnet activities

International credit mobility

International strand to fund 180,000 scholarships for mobility to/from with partner countries

Short-term studies (3-12 months) or traineeships abroad that count to a degree back home

At bachelor, master and doctoral levels…

Mobility of staff (5 days – 2 months)

HEIs from Programme countries apply to their National Agency

Erasmus Mundus Joint Master Degrees

Excellent integrated Master courses offered by consortia of 3+ HEIs from Programme (and Partner) Countries

Attract best students worldwide through EU-funded scholarships

12 – 24 month courses with study in 2+ countries; leading to joint or multiple degrees

Programme-Country institutions submit a proposal on behalf of an international consortium

Note: Joint doctoral programmes are part of the Horizon 2020 research part

Jean Monnet Activities

Focus on European integration studies

Teaching and research (Modules, Chairs, Centres of Excellence)

Policy debate with academic world (Networks, Projects)

Support to activities of institutions

Who can apply?

	Institutions from Programme Countries	Institutions from Partner Countries
Credit mobility *Applications to National Agencies*	• Applicant • Partner	• Partner
EM Joint Master Degrees *Applications to EACEA*	• Applicant • Partner	• Partner
Capacity-building *Applications to EACEA*	• Applicant • Partner	• Applicant • Partner
Jean Monnet *Applications to EACEA*	• Applicant • Partner (for JM networks)	• Applicant • Partner (for JM networks)

Capacity-building for higher education

Joint projects - focus on HEI capacities
Structural projects - focus on HE reform
2-3 year Partnerships of HEIs from programme and partner countries
Regions:

- Southern Mediterranean,
- Eastern Europe,
- Western Balkans,
- Russia,
- Asia & Central Asia,
- Latin America,
- Africa,
- Caribbean, Pacific (ACP)

CBHE Proposal

Competitive
Based on international cooperation - EU and your region
Hasrd work – preparing the proposal and implementing it

Is it the best type of the scheme to achieve my/our objectives?

-If so, go for it and develop the project proposal!
-Find partners
-Agree on the key aspects and start developing the project!

How to develop a sound CBHE project proposal?

The Project?

- has a specific **objective** to be completed within certain specifications
- has defined **start** and **end** dates
- has **funding limits**
- **consumes resources** (i.e., money, people, equipment)

THE CONTENT TO BE DECIDED BEFORE DEVELOPING

A PROJECT PROPOSAL

THERE ARE DIFFERENT FUNDING SCHEMES –

CONSIDER, WHICH ONE FITS BEST YOUR

PLAN/ALSO CAN ADDRESS THE SUSTAINABILITY

Project proposal

a complex, risky job – HARD WORK AND **DUBIOUS RESULTS**

- **Structured** - composed of different parts
- Aimed at **obtaining funding on a competitive basis**
- **If successful:**
- Grant based on a **contract**
- **The delivery of results** is a must
- Requires **commitment of own resources (time and money)**

The project proposal is to answer the following questions:

What will be accomplished?

Why is it worth to be accomplishing?

How will the accomplishments be **measured**?

Who has done **similar work before**?

How are you going to achieve the **results**?

How long will it take to be accomplished?

Why is it worth to be implemented **now**?

Why it should be accomplished by the **proposed consortium**?

Reviewers will determine its fate!

Ask yourself what the reviewers want to see!

Write in a simple manner to communicate the message in a clear and straightforward manner
Show enthusiasm
Reviewers are also people – do not fatigue them
Make your proposal interesting to read

Principal elements of the CBHE project proposal 1.

- Project title & acronym
- Applicant/ Grant holder
- Consortium/Project team
- Project management
- Cooperation and communication arrangements
- Relevance of the Project
- National and/or Regional Priorities
- Background/Introduction
- Needs analysis
- Value added

Principal elements of a CBHE project proposal 2.

- Aims and objectives
- Outputs and outcomes
- Project activities and inputs
- Assumptions and Risks
- Project work plan, LFM
- Description of work packages
- Quality plan and monitoring
- Impact, dissemination and exploitation
- Sustainability
- Budget and resources
- Previous experience, complementarity
- Annexes – detailed project description, Mandate letters, Declaration of Honour

What should be remembered about each part of the proposal?

- Project title & acronym – will identify the project, should be short and catchy
- Applicant/ Grant holder –Ask:

– why that specific institution should be an applicant? (initiated the proposal, capacities, expertise)

– if the proposal is successful, will take over the coordination of the implementation of the project

Consortium

How to find consortium partners?
Stick to the requirements on the consortium structure
Inform partners about the content of the project, involve them in the proposal preparation, make them to agree on their contribution to the project if funded
Expertise and capacities of memebrs should be complementary and documented

Consortium and Key Staff

More than 1 key staff member at each Partner Organization to avoid the risk of unavailability

Complementarity of key staff at the Partner organisations covering expertise in **both academic/content-related aspects** of the project and **project management**

Presentation of the Partners and their key staff:

- focus on the activities of the Partner Organisations and the expertise of staff which are **specifically related to the project**
- **complementarity between the Partners** and their expertise to be highlighted

Presentation of the consortium in the proposal

Weak points NOT to commit!

- **Lack of concrete information** about the consortium members, specific expertise and experience – each partner should provide the input themselves
- **Insufficient information to demonstrate that the partners have capacities (time, people, expertise)** to contribute to the achievement of the project's objectives

Needs Analysis – starting point of the development of the proposal

- **Identify (and quantify) the target groups/ beneficiaries in the Partner Country/ies**

Weaknesses of the proposal: target groups identified vaguely and/or not at all

- **Identify the priority to be addressed and link it with the Partner Country national or institutional strategy/ies – look at priorities and see, where your project can fit – before developing it**

Weaknesses: Projects which DO NOT CLEARLY ADDRESS the priorities are NOT FUNDED.

Needs Analysis

Describe:
Actual situation
Desired situation
Gap specification
How the project will facilitate mitigating/decreasing the gap
Note:
✓The picture you paint should not be so ugly that the solution appears unrealistic
✓The reviewer will ask, whether an investment in a solution is worthwhile
✓Consider other projects in similar fields (esp. those funded by the same donor – CBHE)
✓Your work should complement (if at all) and NOT duplicate others
✓Avoid criticizing others (they can be your reviewers)

2. Specify Goals and Objectives of the Project

- Goal: Conceptual – more abstract
- Objective: Measurable outcomes of the project

Wider objective(s)

- **Longer term impact** of the project
- To which wider objective will the project contribute?

- Example: **To reform the university management** in higher education in Thailand through the establishment of a new management information system, that is benchmarked to existing top information sytems in Europe and reflects national and regional needs.

The Logical Framework Matrix :

- Should provide a good and concise overview of the project
- Link wider and specific objectives
- Activities and indicators of progress,
- Identify risks and their mitigation

Logical Framework Matrix (LFM)

FRAMEWORK MATRIX – LFM			
Wider Objective: *What is the overall broader objective, to which the project will contribute?* •	***Indicators of progress:*** *What are the key indicators related to the wider objective?* •	***How indicators will be measured:*** *What are the sources of information on these indicators?* •	
Specific Project Objective/s: *What are the specific objectives, which the project shall achieve?* •	**Indicators of progress:** *What are the quantitative and qualitative indicators showing whether and to what extent the project's specific objectives are achieved?* •	**How indicators will be measured:** *What are the sources of information that exist and can be collected? What are the methods required to get this information?* •	**Assumptions & risks:** *What are the factors and conditions not under the direct control of the project, which are necessary to achieve these objectives? What risks have to be considered?* •
Outputs (tangible) and Outcomes (intangible): •*Please provide the list of concrete DELIVERABLES - outputs/outcomes (**grouped in Workpackages**), leading to the specific objective/s.:* •	**Indicators of progress:** *What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?* •	**How indicators will be measured:** *What are the sources of information on these indicators?* •	**Assumptions & risks:** *What external factors and conditions must be realised to obtain the expected outcomes and results on schedule?* •
Activities: *What are the key activities to be carried out (**grouped in Workpackages**) and in what sequence in order to produce the expected results?* •	***Inputs:*** *What inputs are required to implement these activities, e.g. staff time, equipment, mobilities, publications etc.?* •		**Assumptions, risks and pre- conditions:** *What pre-conditions are required before the project starts? What conditions outside the project's direct control have to be present for the implementation of the planned activities?*

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Indicators of progress & their measurement

- Indicator of progress = Quantitative or qualitative factor that provides a simple and reliable mean to measure achievement, or to help assess the performance of a project.
- How indicators will be measured = Sources and means of verification to check that the the indicators were achieved:
  - Information sources that are available and reliable (Publications, Documents, Decisions)
  - Methods to collect the information needed to assess the indicators (Monitoring, market study, questionnaires, interviews, etc.)
- They should allow to monitor the progress in the implementation of a project and to take necessary measures in case of difficulties

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Project specific objectives

Expected **outcomes of the project expressed in terms of its results** which will:

Initial - **short term impact** of the project

Contribute to the achievement of the overall/wider objective

Wider and specific objective **should be logically interconnected**

- Ask: are the project specific objectives measurable and realistic?
- An example of specific objectives - **To improve the quality of the university management information systems**

Assumptions and risks

Assumptions = Desired situation during the project implementation

Risks = External factors outside the control of the consortium, but they are critical for the achievement of the project objective

Assumptions and risks analysis

- to identify the risks that could be faced and **to prepare the mitigation measures** as early as possible

ASK!

- What are the assumptions required for the achievement of the project?
- What are the risks that should be taken into account?
- What are the possible measures to limit or prevent these risks?
- Have these measures been translated in project activities whenever possible?

- Each partner should contribute with their input on this!

Assumptions & risks

Example:

Assumptions: - The political instability does NOT undermine the implementation plan of the project

Risks:

- **Specific objective**: To improve the quality of management information systems

Risks:

- Delay in the purchase/procurement of the equipment
- Resistance of the management to introduce the system
- Insufficient quality/quantity of human resources to implement the system
- ….

Outputs versus outcomes

Outputs = the products, capital goods and services which result from a project – ***tangible (a manual, a syllabus)***

Outcomes = the likely or achieved short-term and medium-term effects of project's outputs – ***intangible (staff trained)***

Work plan

Should answer the following questions:
What?
When?
Where?
Will be done

Be realistic – do not underestimate, how long the project implementation and individual actions will take!

WORKPLAN

Please use the model provided. Applicants are expected to complete a one-page work plan for each project year.
For each year of your project proposal, please complete a work plan indicating the deadlines for each outcome and the period and location in which your activities will take place. Please create additional work plan tables if further space is needed.

The same reference and sub-reference numbers as used in the logical framework matrix must be assigned to each outcome and related activities.

Activity carried out in the Programme Country: **x** (E.g. activity in France for two weeks in the first month of the project 2x under M1)
Activity carried out in the Partner Country (ies): **X**(E.g., activity in Tunisia for three weeks in the second month of the project: 3X under M2)

WORKPLAN for project year

Activities		Total duration (number of weeks)	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
Ref.nr/ Sub-ref nr	Title													

Project budget

Budget items:

- **Staff cost (national unit cost** – set by EACEA)
- **Travel Cost**
- **Cost of Stay**
- **Subcontracting cost:**

Equipment cost (only partner countries)
Printing and publishing cost
Quality assurance cost (external quality assurance)
Other subcontracting cost (e.g. Project website)

Practical hint: Input the data into the Excel sheet and the sums will be calculated automatically, the ceilings will be controlled for and signal provided if getting out of the allowed ceilings!

Erasmus+

Key Action 2: Cooperation for innovation and the exchange of good practices Capacity Building in the field of higher education

Before completing this table please read carefully the instructions available on the EAC

CALL FOR PROPOSALS 2018 – EAC/A05/2017 - Erasmus+ Programme (2017/

Programme guide and instructions for applicants

Action		Please select Action Type
Duration number of months		Please select duration
Project Acronym		Please fill in Project Acronym
Project Title		

EU GRANT REQUESTED FROM THE EUROPEAN UNION (in EUR)		
1. Staff Costs	0.00	Cannot exceed 40 % of total Grant requested
2. Travel Costs + Exceptional Travel Costs	0.00	
3. Costs of Stay	0.00	
4. Equipment Costs	0.00	Cannot exceed 30 % of Total Grant requested
5. Subcontracting Costs	0.00	Cannot exceed 10 % of Total Grant requested

DISTRIBUTION OF THE GRANT BY ORGANISATION (in EUR)

Partner N°	Name of Partner	Country	PR/PA	1. Staff Costs	2. Travel Costs
P 1				-	-
P 2				-	-
P 3				-	-
P 4				-	-
P 5				-	-
P 6				-	-
P 7				-	-
P 8				-	-
P 9				-	-
P 10				-	-
P 11				-	-
P 12				-	-
P 13				-	-
P 14				-	-
P 15				-	-
P 16				-	-
P 17				-	-
P 18				-	-
P 19				-	-
P 20				-	-
P 21				-	-
P 22				-	-
P 23				-	-

Dissemination of project, CBHE scheme and results to different stakeholders at different levels

Neighbouring countries

Regional/National authorities

Other universities

Other faculties

Other teaching, academic staff, students

People directly participating in the project

Sustainability

- **Note:**

- funding agencies do not commit to funding forever

- projects have finite time period

- **Thus, the sustainability plan needed, which would enhance the probability of continued cooperation and continuation of developed practice:**
  - Capacity building (Young Staff Training)
  - Institutional commitment (Accreditation of courses/curricula, reform of the system)
  - Commitment of other sources of funding (Industry, other funding agencies)

Sustainability strategy

- **specifies the project results to be maintained** and **activities to be continued** after the end of project funding
- envisages **specific measures** to ensure **sustainability at 3 levels**: institutional, financial and policy levels
- to plan such activities **as early as possible** in the project
- to involve **faculty/institutional and/or national authorities** (if they are not represented in the project) to ensure their support for project results (e.g. through regular update meetings or consultations, or publications focused at them)

Impact

- the effect of the project on its wider environment and its contribution to the achievement of the project's overall objective as well as to changes, at different levels:

- ✓ Impact at individual level
- ✓ Impact at institutional level
- ✓ Impact on the HE sector
- ✓ Impact on the society at large

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Dissemination strategy

- **Dissemination strategy –** should include outputs to be disseminated, target groups, dissemination tools & activities
- **Evidence of the impact of the project achieved by the dissemination strategy:** to measure impact at institutional/ national level in the Partner Countries – formulate impact indicators

Project management 1.

Related to the organization of the implementation of the project, the division of tasks between the partners. Explanation of **the allocation of resources for each activity**.
Show how **the tasks are distributed** amongst the partners and how the **project ownership** will be ensured.

Project management 2.

- **Management arrangements** at all relevant levels: international/project level, national/Partner Country level and institutional/local level (each Partner Organisation)
- **Decision-making process:** who will take decisions on what matters, andhow (e.g. consensus or majority voting)
- **Bodies to be established** at each relevant level: composition and specific responsibilities of each body and relationships between them (Steering Committee, Quality Assurance Bodies)
- **Mechanisms for resolving conflicts among the Partners** to be explained

Quality assurance

External QA plan: external evaluation of project management and academic activities by experts/bodies outside of the consortium

Internal QA plan: on-going monitoring; e.g. approval of a program by a faculty/department body; internal review of outputs by a Project Quality Assurance Committee; a satisfaction survey among project participants, etc.

QA mechanisms

- academic and administrative/management processed of the project
- results (e.g. a newly developed/modernized program/course), and processes (e.g. project management)

General suggestions for the smooth preparation of the proposal!

- ✓ Start as early as possible
- ✓ Set a realistic time-frame for the project preparation (including reception of Mandates from partners)
- ✓ Get information on technical requirements for on-line submission as early as possible to avoid last minute surprise
- ✓ Establish methodology and deadlines: who will develop what part (narrative, financial, attachments, etc.)
- ✓ Decide on the communication strategy
- ✓ Decide WHO will write the draft;
- ✓ Complete the eForm; submit the eForm and attachments….

Hands on practical exercise

Curriculum development project

Curriculum development
Work in pairs - develop a related part of the proposal for a project. Please, consider your own home institution/REPESEA consortium
Actually write the assigned section and present to the class on Wednesday orally and in writing!

Thank you for your attention!

Questions?

References

eeas.europa.eu › sites › eeas › files › presentation_horizon_2020_20161020

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How to prepare competitive CBHE proposal, Jordan National Erasmus1 office, Amman, 26 November 2018 Available at: http://erasmus-plus.org.jo/Portals/0/Seminars/How%20to%20prepare%20competitive%20proposals%20Nov_%202018%20-%20Amman.pdf?ver=2018-11-27-122333-420

Erasmus+ website – EACEA http://ec.europa.eu/programmes/erasmus-plus/opportunities/organisations_en

CBHE application package
https://eacea.ec.europa.eu/erasmus-plus/funding/capacity-building-higher-education-2019_en

International E+ International Contact Points (ICPs) in Programme Countries
https://eacea.ec.europa.eu/erasmus-plus/contacts/international-erasmus-plus-contact-points_e

National Erasmus+ Offices (NEOs) in certain Partner Countries (PCs)
https://eacea.ec.europa.eu/erasmus-plus/contacts/national-erasmus-plus-offices_en

Fundamentals of an Effective Presentation

Erasmus+ Capacity Building in Higher Education
Assessing and Improving Research Performance at South East Asian Universities

7.-11. 10. 2019, Chiang Mai University, Thailand

Roman Klimko

University of Economics in Bratislava, Slovakia

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Module 4: The Outline

- Fundamentals of an Effective Presentation
- Best Practice in Written and Oral communication
- Managing Stress during Presentation and Practical Aspects of Research Oral Communication
- Non-verbal Communication
- Essential Media Skills for Researchers
- Rhetorical
- Audience Interaction

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Module 4: The Outline

- **Fundamentals of an Effective Presentation**
- Best Practice in Written and Oral communication
- Managing Stress during Presentation and Practical Aspects of Research Oral Communication
- Non-verbal Communication
- Essential Media Skills for Researchers
- Rhetorical
- Audience Interaction

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Training III. Fundamentals of an Effective Presentation

Understand fundamentals of an effective presentation

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Assignment

What is your current research about?
(PowerPoint Presentation)

Allotted time

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Motivation

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? %

# of presentations are BAD

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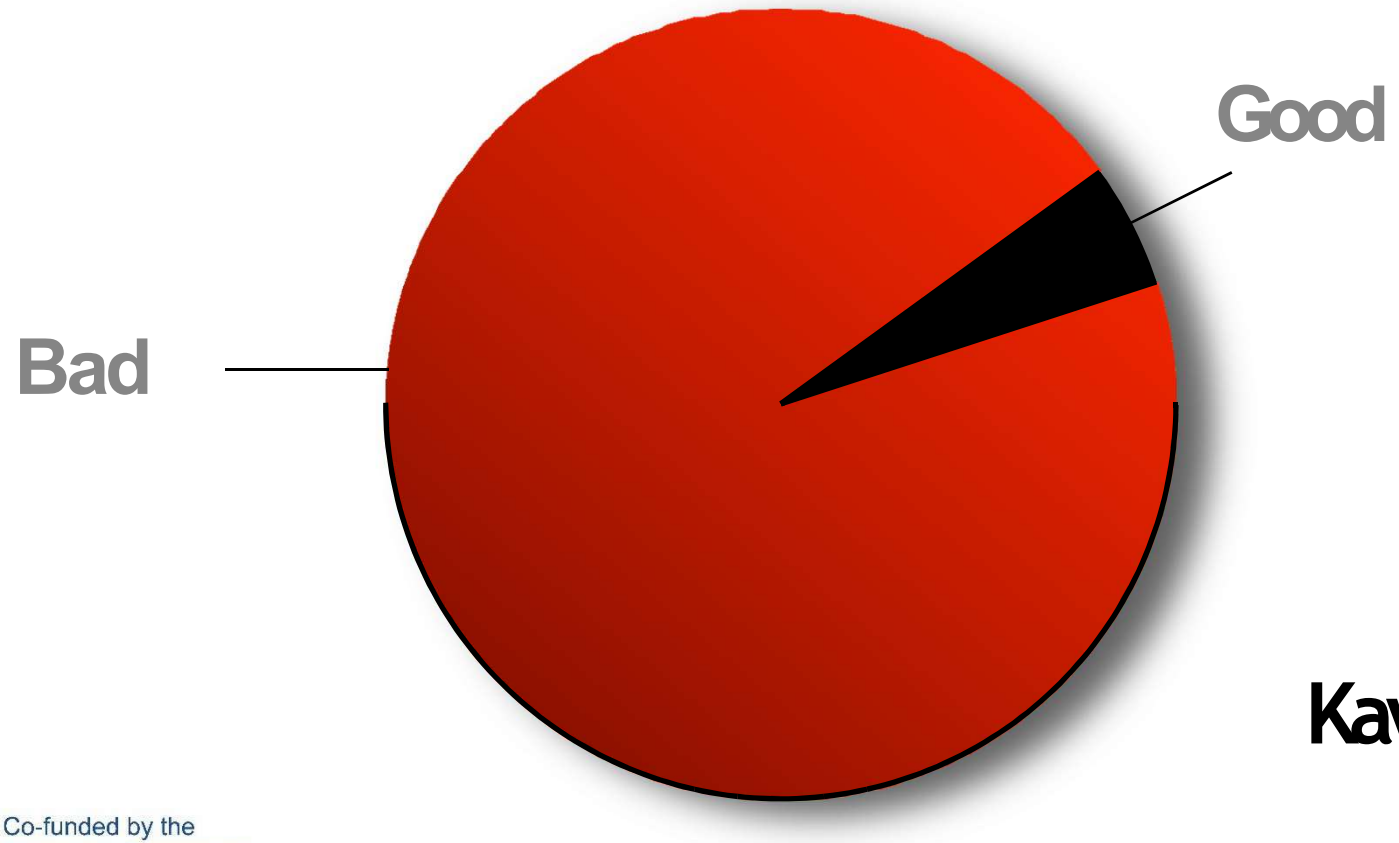
95% of presentations are BAD



Kawasaki, G.

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There are more than 300 million PowerPoint users in the world*

*estimate
(Microsoft)

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They do more than 30 million presentations each day*

*estimate (Microsoft)

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About a million presentations are going on right now*

*estimate
(Microsoft)

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???% of them are

unbearable*

* conservative estimate
(Kapterev, A.)

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50% of them are unbearable*

* conservative estimate (Kapterev, A.)

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LOTS of people
are killing each other
with bad presentations
NOW

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Personal experiences...

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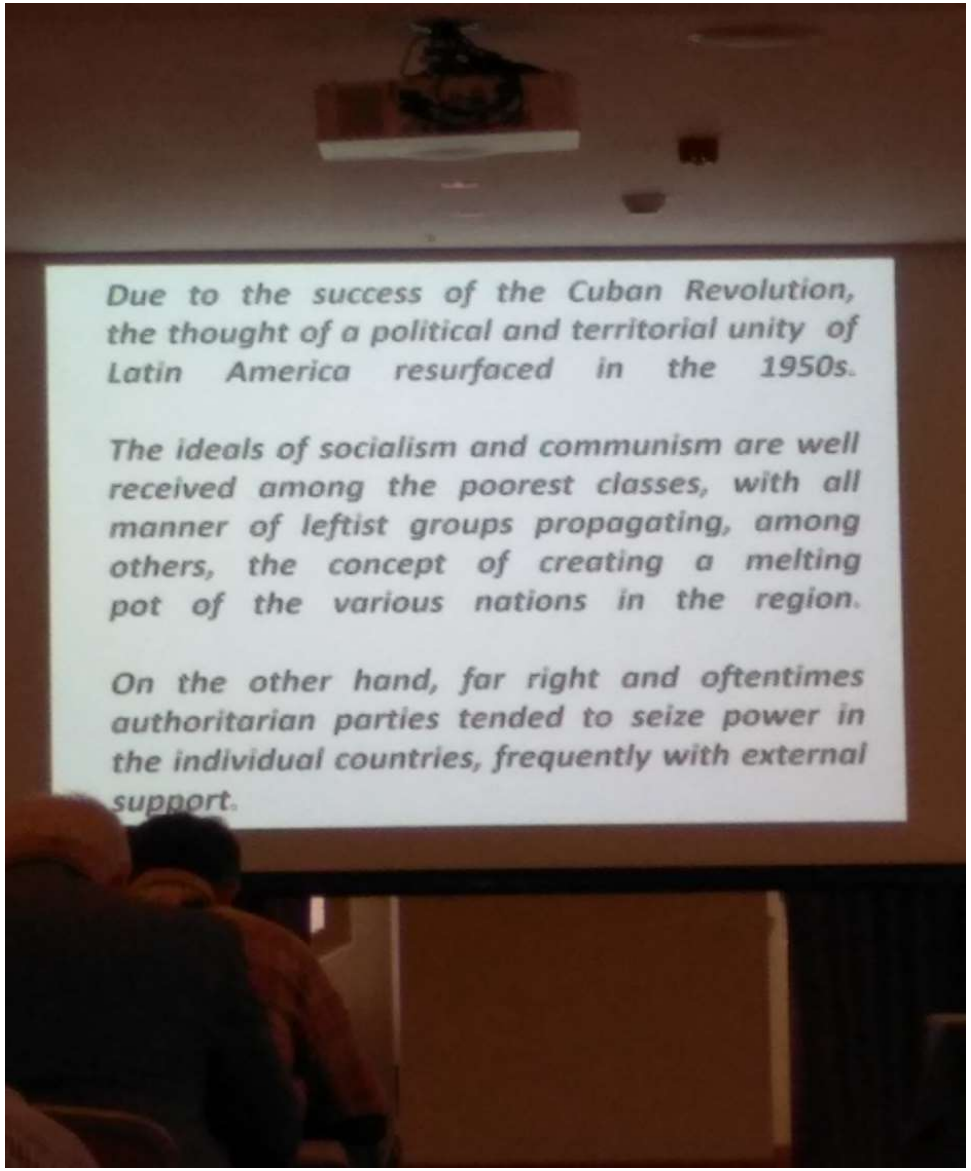

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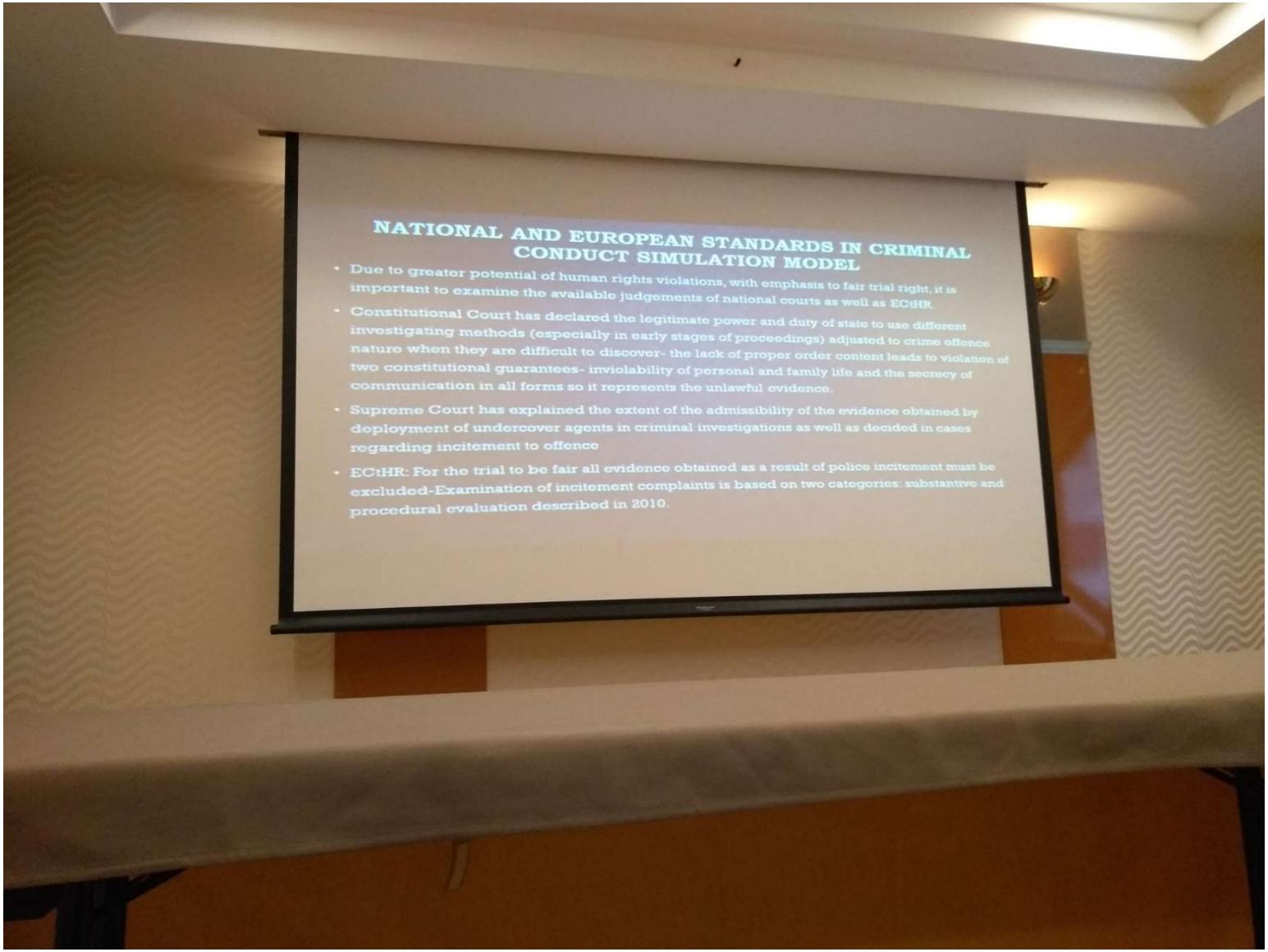

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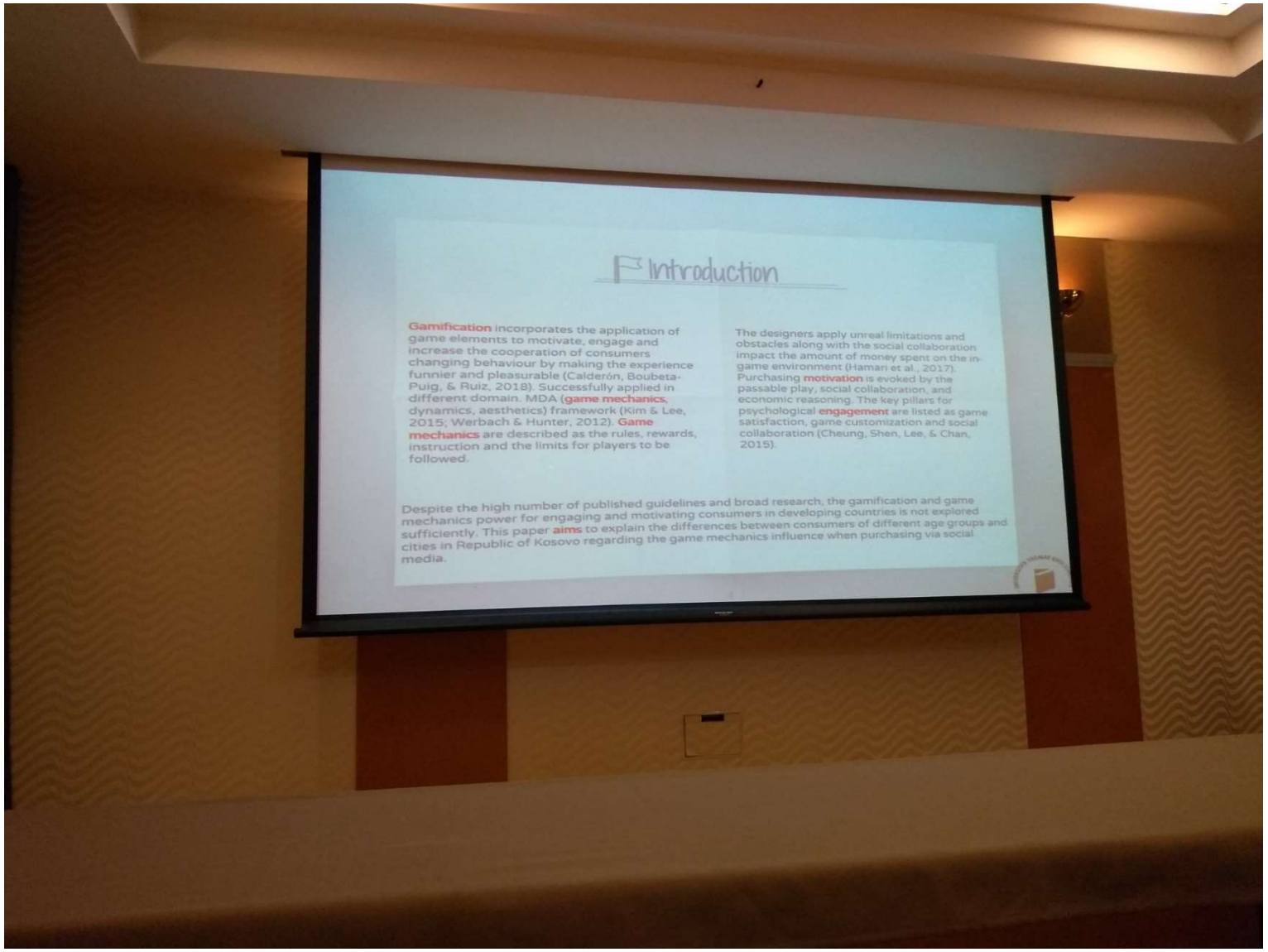

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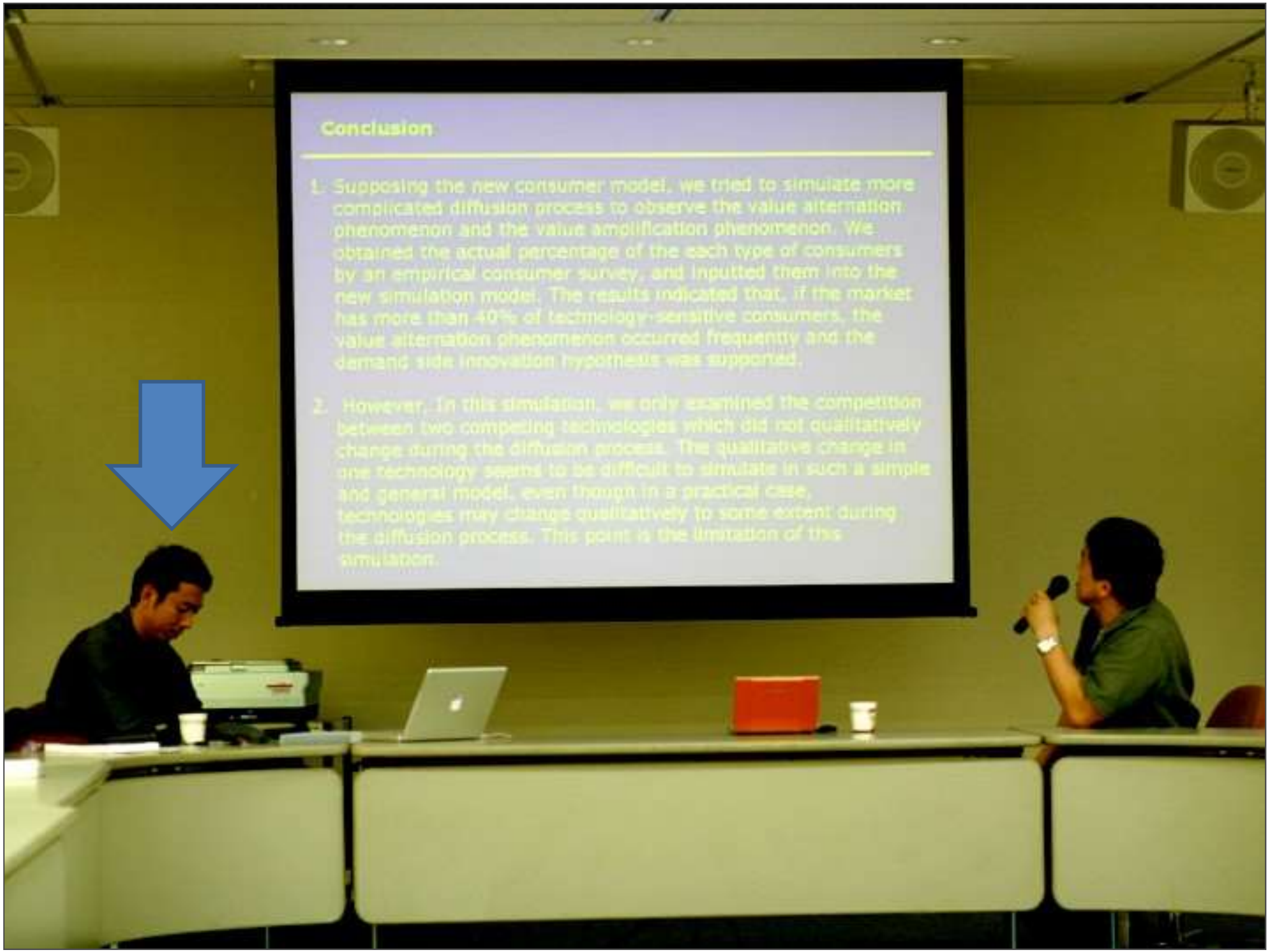
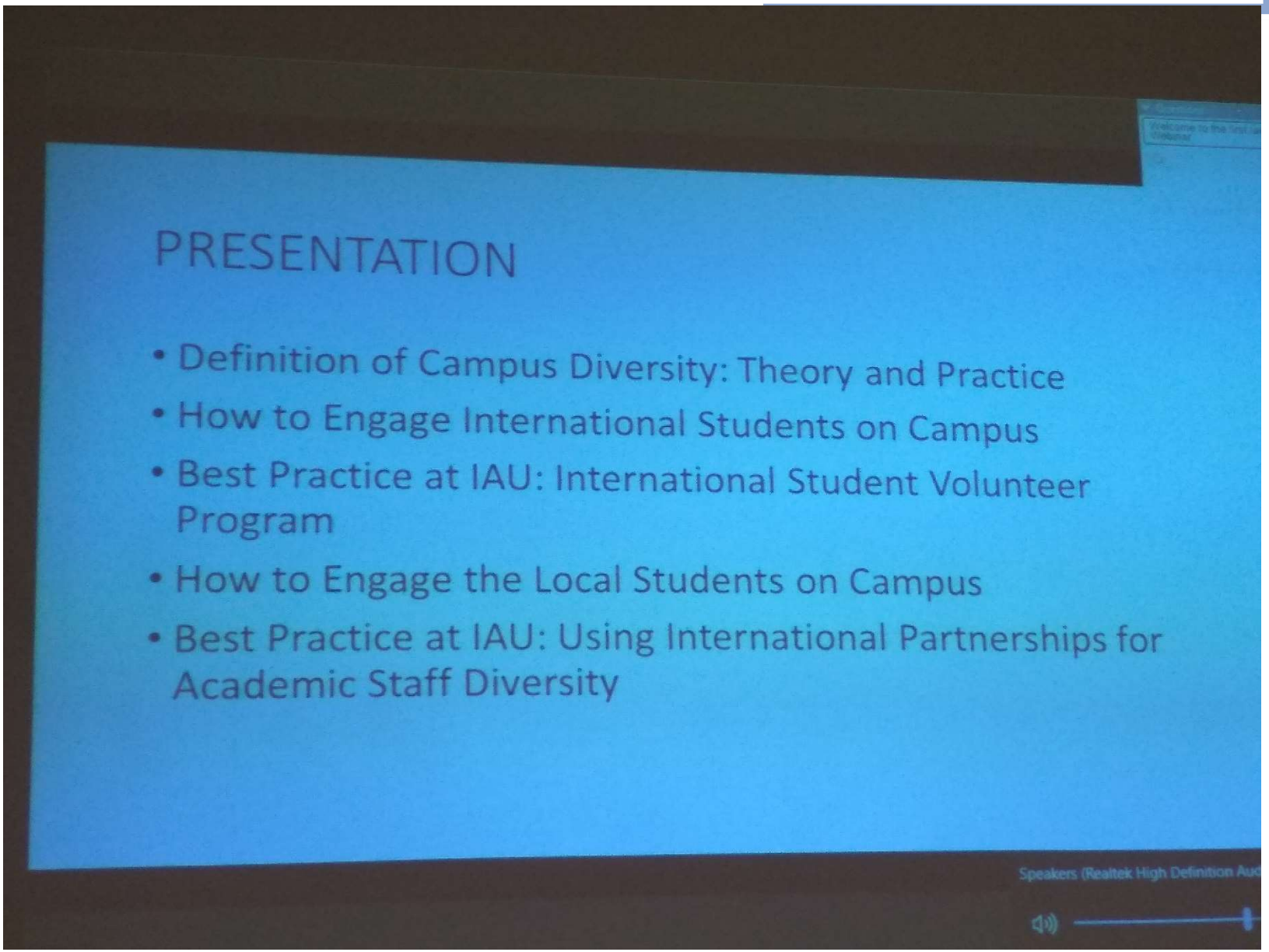

Conclusion
1. Supposing the new consumer model, we tried to simulate more complicated diffusion process to observe the value alternation phenomenon and the value amplification phenomenon. We obtained the actual percentage of the each type of consumers by an empirical consumer survey, and inputted them into the new simulation model. The results indicated that, if the market has more than 40% of technology-sensitive consumers, the value alternation phenomenon occurred frequently and the demand side innovation hypothesis was supported.
2. However, in this simulation, we only examined the competition between two competing technologies which did not qualitatively change during the diffusion process. The qualitative change in one technology seems to be difficult to simulate in such a simple and general model, even though in a practical case, technologies may change qualitatively to some extent during the diffusion process. This point is the limitation of this simulation.



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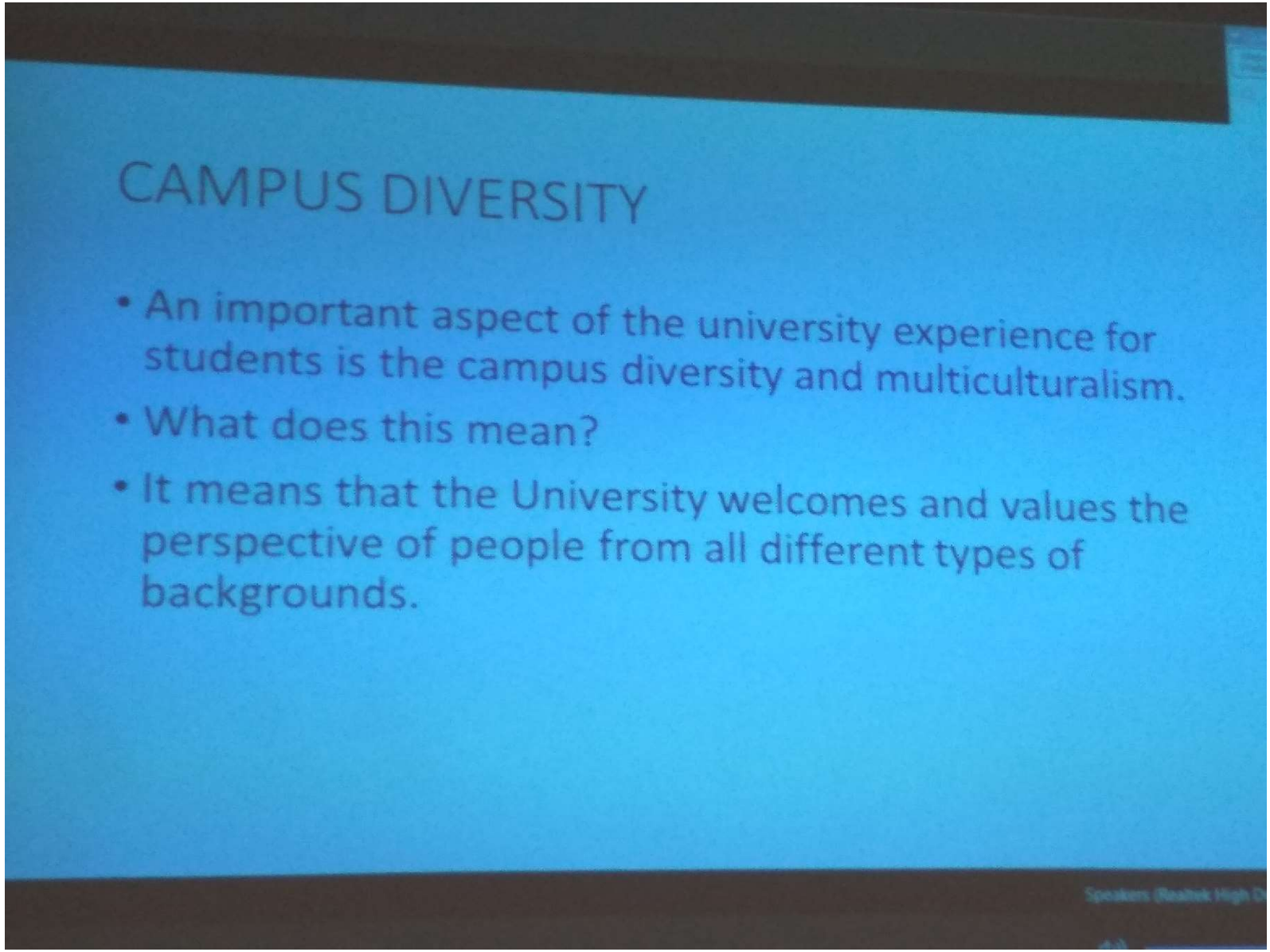

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CAMPUS DIVERSITY

- Why is campus diversity important for the student experience?
- Because we believe that it prepares the student for the «real world» which is diverse and multicultural.
- Global economy requires that people work across borders and different cultures.
- Students need «intercultural competences» to succeed in the global economy and contribute to society today.

CAMPUS DIVERSITY

- Also the regional/national environment in many countries are more diverse than the myth of the nation-state implies.
- University is where students should be exposed to different groups and cultures to widen their perspectives, learn to respect others and thus become enlightened citizens.
- So it is a matter of not just employability skills but a matter of civic enlightenment.

CAMPUS DIVERSITY

- Diversity is traditionally about nationality, race, ethnicity, and gender, but it also includes sexual orientation, religion, age, and socioeconomic status.
- In different contexts, regions, countries etc. we emphasize different dimensions of diversity and we may mean different things when we mention campus diversity.

Speakers (Realtek High Definition Audio)

CAMPUS DIVERSITY

- For the purposes of this Project and in the context of «internationalization» debates, when we say campus diversity, we usually mean having international students from various countries next to local students.
- However campus diversity is much wider than this.
- There are many important categories other than nationality.
- Also we should equally talk about diversity of Faculty/Staff as much as students.

Speakers (Realtek High Definition Audio)

CAMPUS DIVERSITY

- Campus diversity is also more than statistics and pretty pictures used in University marketing brochures, such as:

«20% of the student body is international.»

«International students coming from 78 countries in 3 continents»

Speakers (Realtek High Definition Audio)
78
Type here to search
ENG
US
1:10 PM
7/24/2019

INCLUSION

- Diversity is usually mentioned in the Mission-Vision statement of the University in conjunction with commitment to equality and inclusion.
- In fact, if we do not have inclusion, diversity can be useless, at best or divisive and conflictual, at it worst.
- So there should be a purposeful commitment to diversity and inclusion at the institutional level.

Speakers (Realtek High Definition Au

Examples

- Ohio University USA: «..diversity embedded into the fabric of the institution with inclusive practices, institutional policies, curricula and programs leading to a supportive and affirming environment that welcomes and respects all persons specifically those individuals and groups who have historically been excluded, not represented and or rendered voiceless in society.»
- Drexel University, USA: «..integrate diversity into the fabric of the university – its curricular and co-curricular offerings; policies; programs and practices and to foster a community grounded in respect for differences that engages with openness and humility.»

INSTITUTIONAL COMMITMENT

- When campus diversity and inclusion are mentioned in mission-vision statements, it becomes binding for the university.
- The leadership backs it by policies, human, organizational and financial resources.
- It is integrated into student admission policies, recruitment of staff policies.
- There are Diversity Offices on many US campuses to ensure multicultural engagement and inclusion.
- The are programs and services such as «diversity leadership ambassador program», «multicultural junior faculty mentoring program», «Staff diversity training»

Practice: INTERNATIONAL STUDENTS

- By marketing and recruitment of full-time degree students and participating in Student Exchange programs and other international programs, we manage to bring international students on campus.
- When they are a small minority, usually International Offices are their main contact point and they deal with all their issues.
- When they reach a more substantial population, they are much more impactful on all University programs and campus life.
- They affect classroom teaching/ learning experience, administrative services and overall management.

Speakers (Realtek High Definition Audio)

Best Practices at IAU

- Dedicated International Office Unit to International Student and Staff Services- (ISSA)
- International Student Union (ISU): We organize many activities with the ISU. It helps the International Office to have an organized counterpart which we consider a partner.
- ISU President is elected by the international students. The International Office vets the candiates, organizes a campaign period and ensures fair elections.
- ISU empowers students and makes them a stakeholder in campus internationalization.

Best Practices at IAU

- I have here a guest international lecturer from a strategic partner university: Dimitrie Cantemir Christian University in Romania.
- Anne Marie ARSENE.
- She has come here for joint conferences
- Then to teach a course in Intercultural Communication at my summer school and now doing research at our Department this summer.
- I will give the floor to Anne Marie to talk about her experience and tell us best practices of campus diversity from her own University for 10 minutes.

Benefits for Campus Diversity and Intercultural Engagement

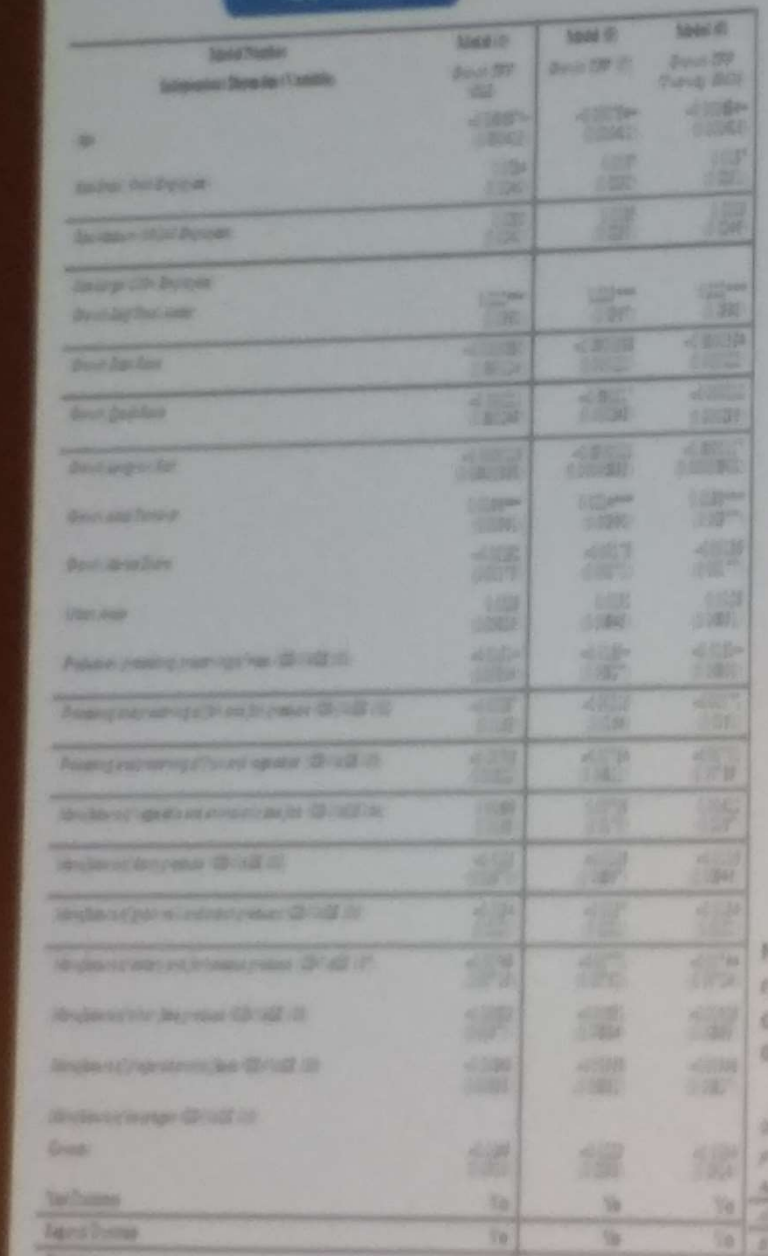
- Increased personal development and knowledge acquisition
- Greater awareness of social problems
- More knowledge of world views
- Broadened perspectives
- Improved communication skills and social interaction
- Relating well to people of different races, nations and religions
- More prepared for diverse workplace cultures
- Create a hospitable environment for all students, faculty and staff to experience acceptance, belonging and feel empowered to engage in the campus culture as a valued member of our community.

fba.vse.cz

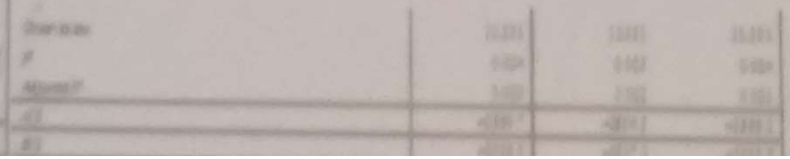
EFMD EQUIS ACCREDITED

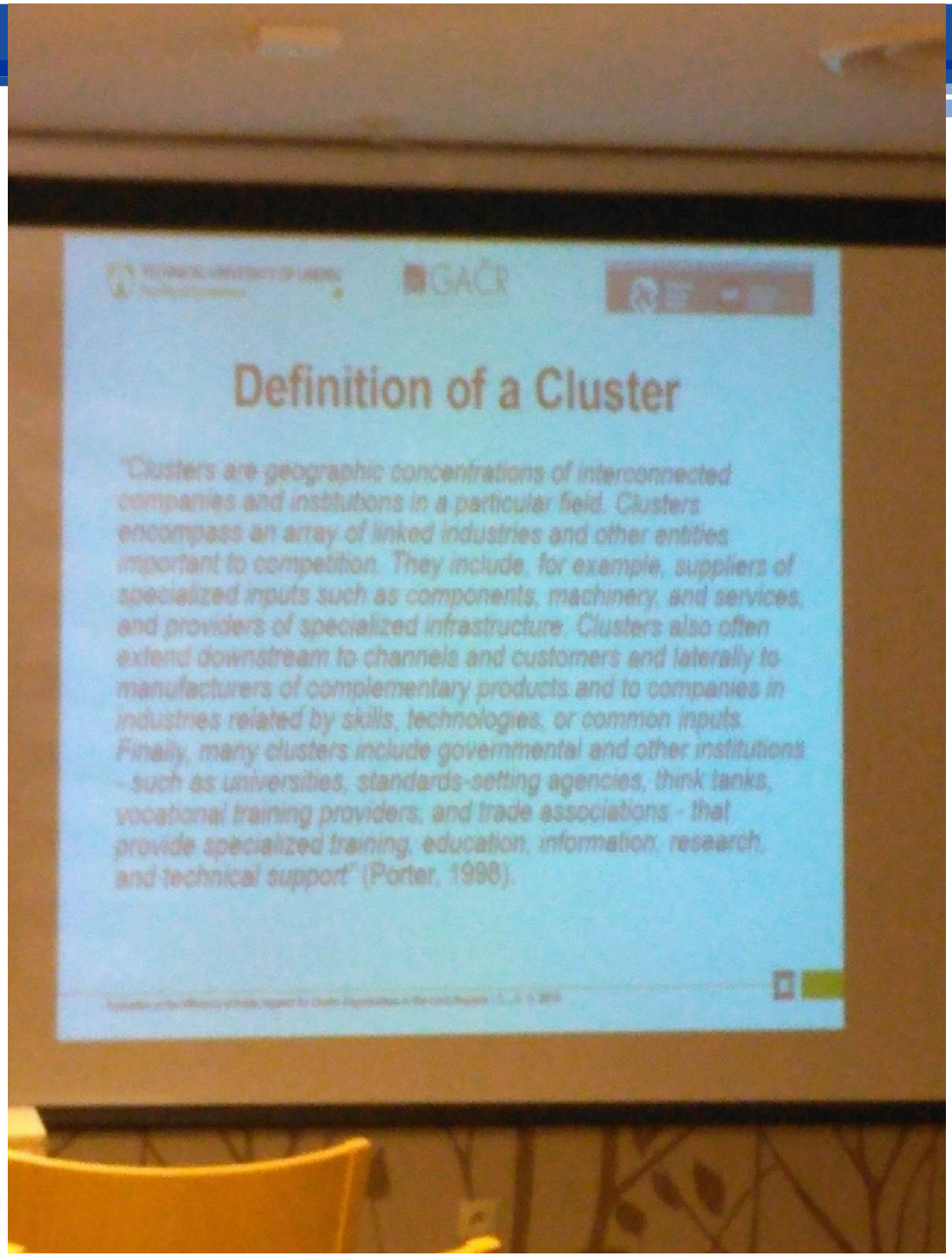
Results I: TFP Growth

- According to presented results, **the growth of TFP was associated with the growth of asset turnover** and also with the growth in **the total assets (size)** of the firm.
- We also find a **negative relationship between age** and TFP growth.
- Finally, even in the dynamic analysis, we may see some **cross-regional and cross-sectoral differences** in the growth of TFP.



Notes: Robust Standard Errors are in parentheses, stat. significance is reported as follows: + $p < 0.10$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$, omitted refers to a reference category or to a category with no observations.





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OK, maybe I'm exaggerating…

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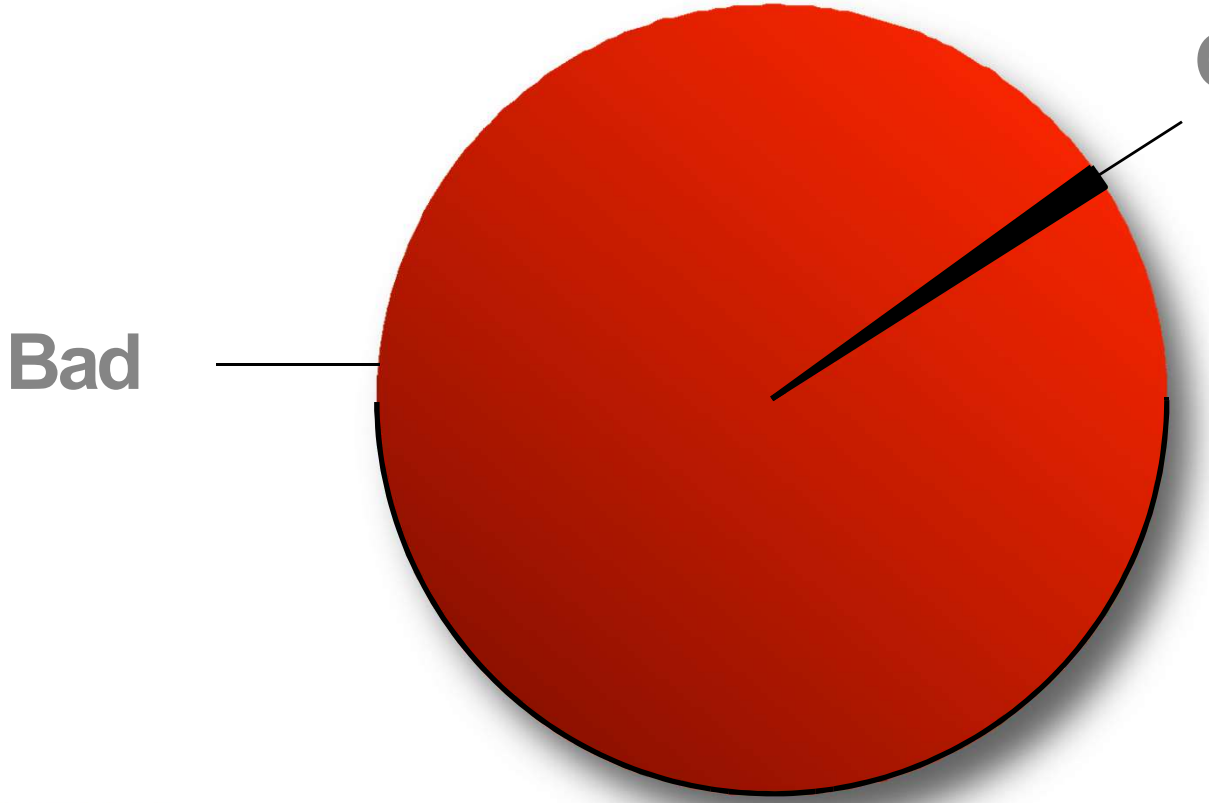
It's actually 99%



Kawasaki, G.

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WHY?

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What we see

Long

Boring

Bad slides

Content-free

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Windows Live™
Internet-based personal services to bring together your digital world
Centered on the individual
Communications, information, protection
Separate from Windows
MSN.com continues as programmed content
Primar pported

Dazed, confused, bored

BUT...

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Let’s make the world a better place

What we want to see

Short

Simple

Legible

Engaging

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Time

Money

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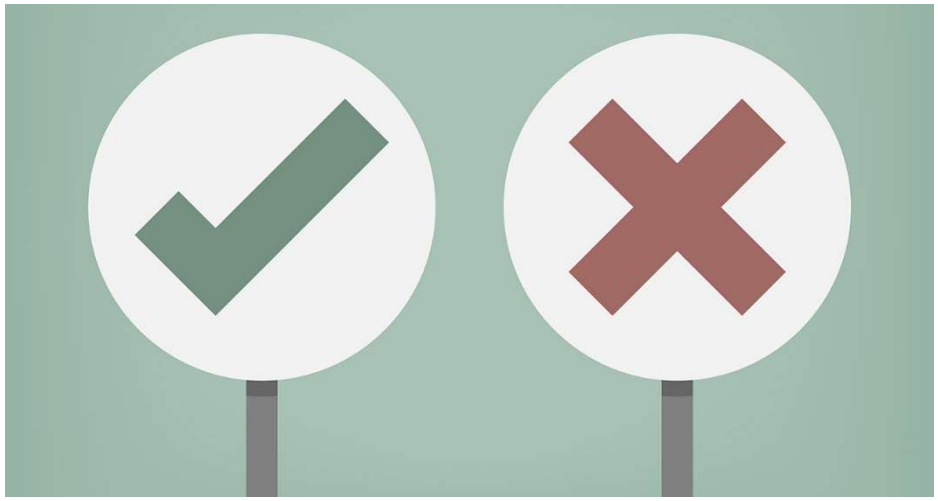
Why not just write a **document** and post it on the internet?



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Preparation stage

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What questions should you ask during preparation stage?

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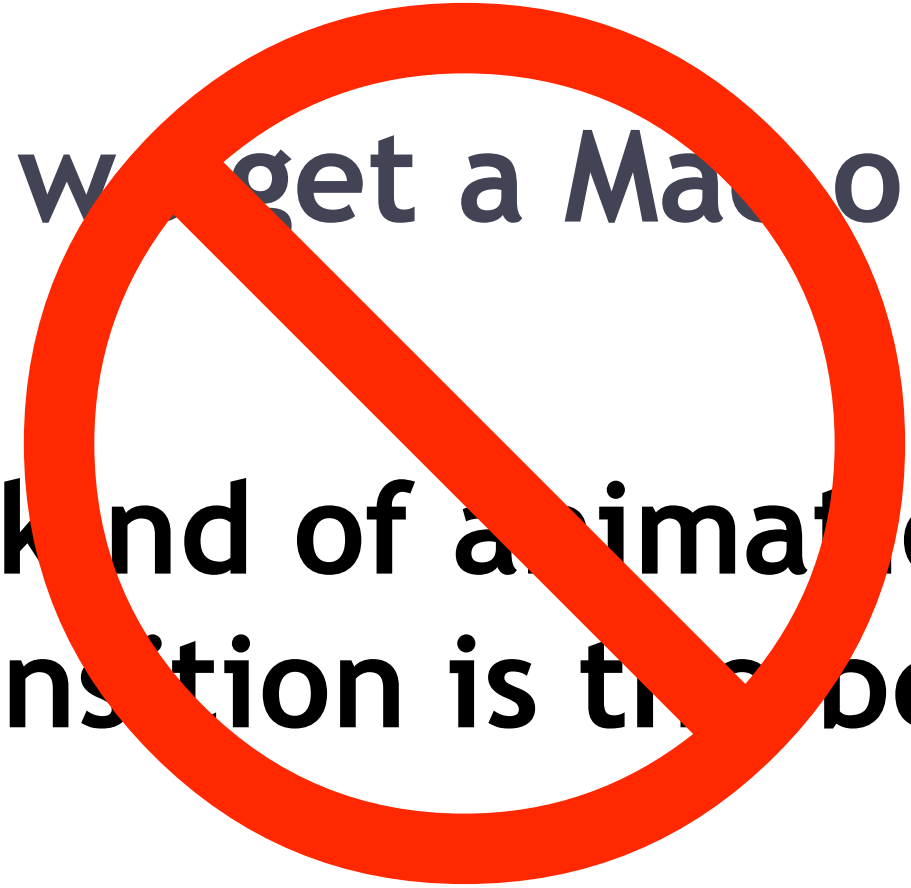
Should we get a Mac or a PC?



What kind of animation and transition is the best?

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What is my core point?

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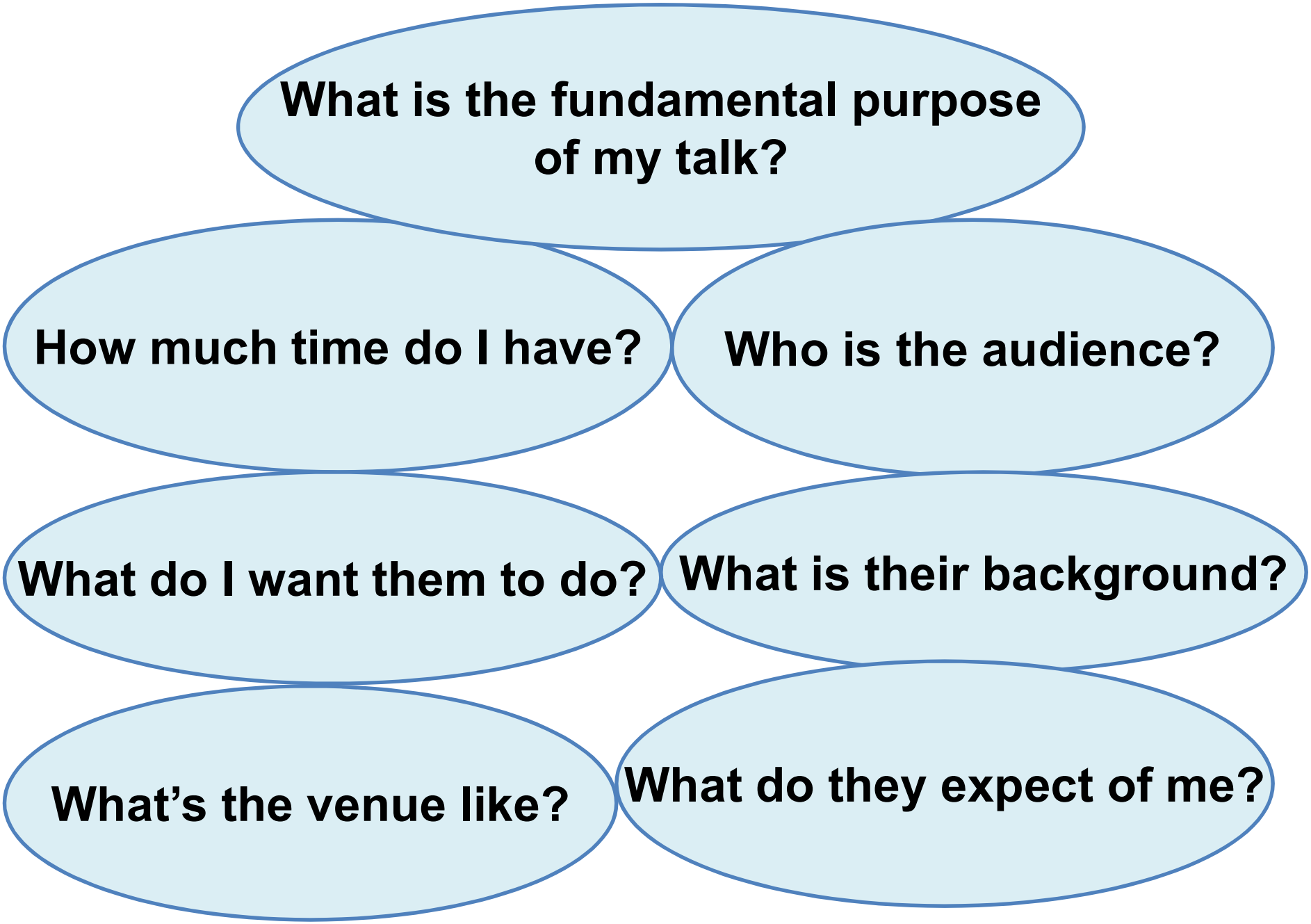
What is the fundamental purpose of my talk?
How much time do I have?
Who is the audience?
What do I want them to do?
What is their background?
What's the venue like?
What do they expect of me?

What are the most common presentation mistakes everyone makes?

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How NOT to do PowerPoint
by Don McMillan

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Q&A

THANK YOU!

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Successful presentations…

memorable

understandable

emotional

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Rules

Questions

Answers

Examples

Tips

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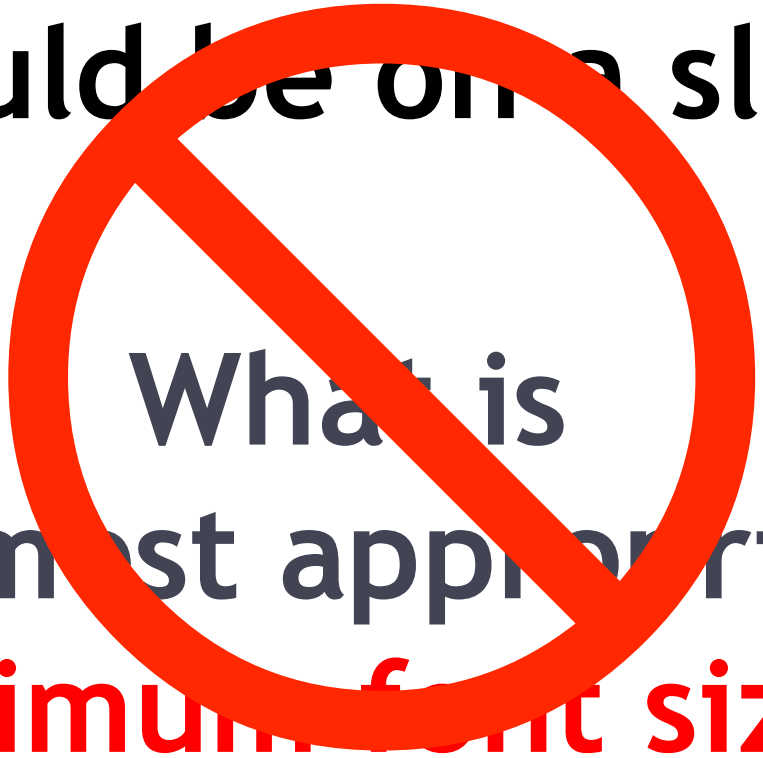
How many words should be on a slide?



What is the most appropriate minimum font size?

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What I actually want to say is that I have worked so hard and I want to tell you that I done
have What I actually want to say is that I have worked so hard and I want to tell you done
that I have What I actually want to say is that I have worked so hard and I want to tell done
you that I have What I actually want to say is that I have worked so hard and I want to done
tell you that I have

What I actually want to say is that I have worked so hard and I want to tell you that I have done
What I actually want to say is that I have worked so hard and I want to tell you that I have done
What I actually want to say is that I have worked so hard and I want to tell you that I have done
What I actually want to say is that I have worked so hard and I want to tell you that I have done
What I actually want to say is that I have worked so hard and I want to tell you that I have done
What I actually want to say is that I have worked so hard and I want to tell you that I have done

Excess words on slide (Arial 18)

What I actually want to say is that I have worked so hard and I want to tell you that I have done
What I actually want to say is that I have worked so hard and I want to tell you that I have done
What I actually want to say is that I have worked so hard and I want to tell you that I have done
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What I actually want to say is that I have worked so hard and I want to tell you that I have done
What I actually want to say is that I have worked so hard and I want to tell you that I have done

Minimum 28 points (Duarte)

Steve Jobs

Minimum 18 points (Alley, 2003)

30 points (Kawasaki, 2004)

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Remember...

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Document

Presentation

Slidedocs

…are visual documents, developed in presentation software, intended to be read and referenced instead of projected

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Otherwise…

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Blah Blah Blah Blah Blah

- Blah Blah Blah
  - Blah blah blah blah blah blah
- Blah Blah Blah
  - Blah
  - Blah
- Blah Blah
  - Blah blah blah blah blah blah blah
  - Blah blah blah blah blah blah

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Ditch stupid "rules"

- Do you remember the rule:
  - 7 lines per slide or less
  - 7 words per line or less?
- Well, it is just plain stupid If you follow this "rule"
- You get a slide like **this**

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Ditch stupid "rules"

- Do you remember the rule?
  - 7 lines per slide or less
  - 7 words per line or less?
- Well, it is just plain stupid. If you allow this "rule"
- You get a single line th

Cramped. Boring.

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Simple design rules*

- **One** point per slide
- **Few** matching colours
- **Very** few fonts
- **Photos**, not clipart

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* pun intended

4

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Magical number

4

is our short-term memory limit

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Simplicity

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I have SO much to tell...

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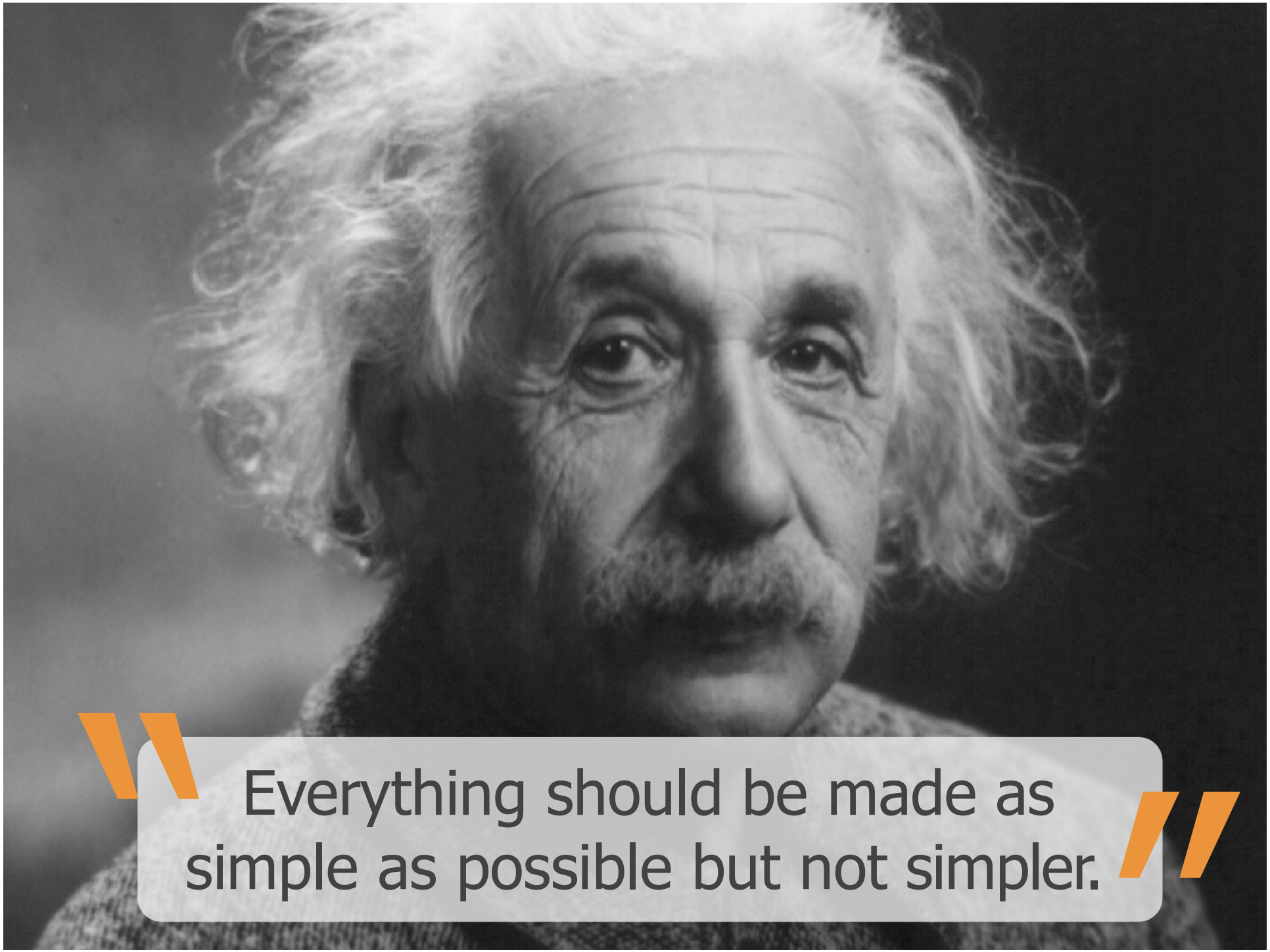
One thought per slide


Everything should be made as simple as possible but not simpler.

“Making the simple complicated is commonplace; making the complicated awesomely simple, that’s creativity.”

— Charles Mingus

Seeing is believing

visuals > words

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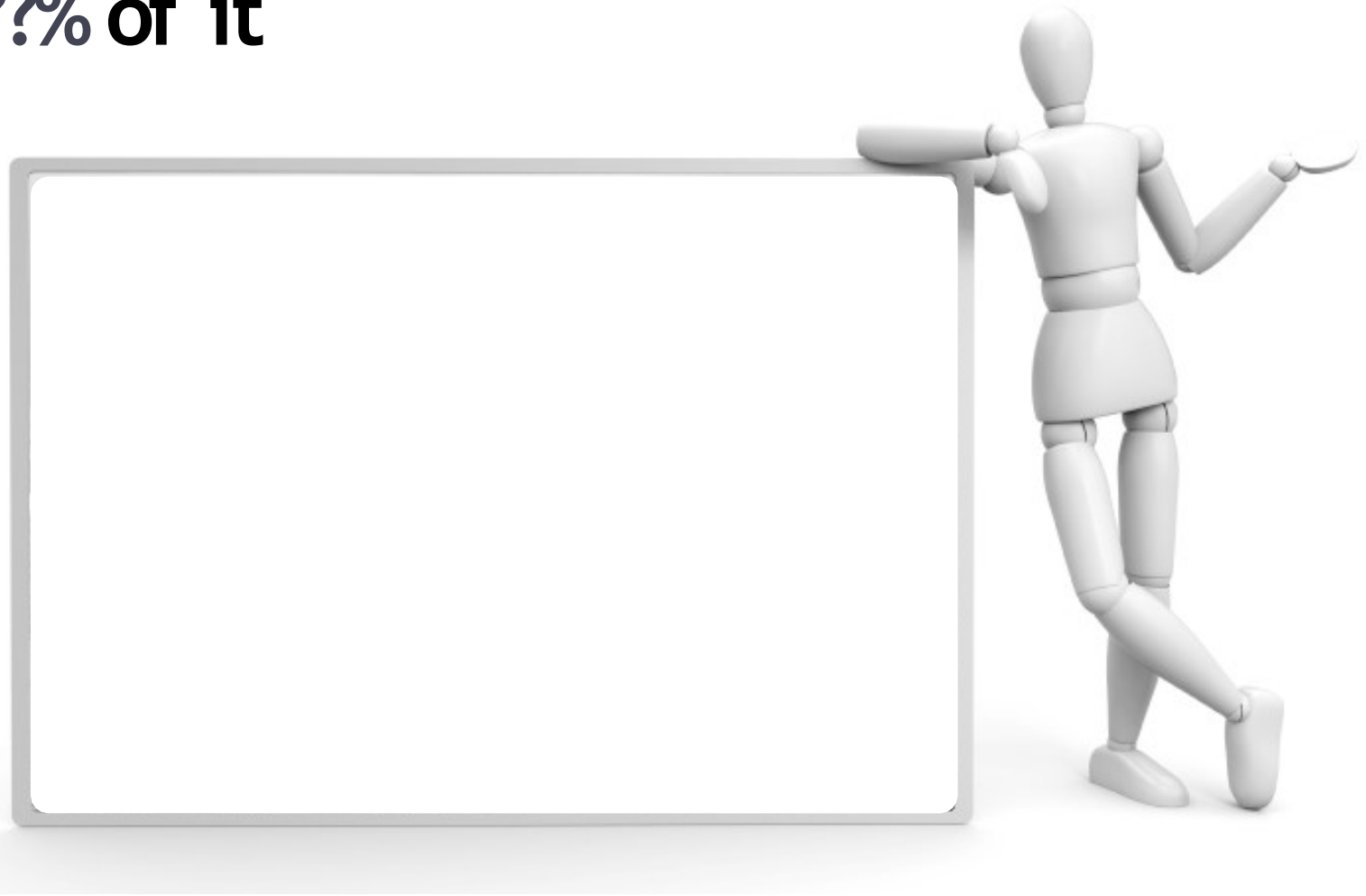
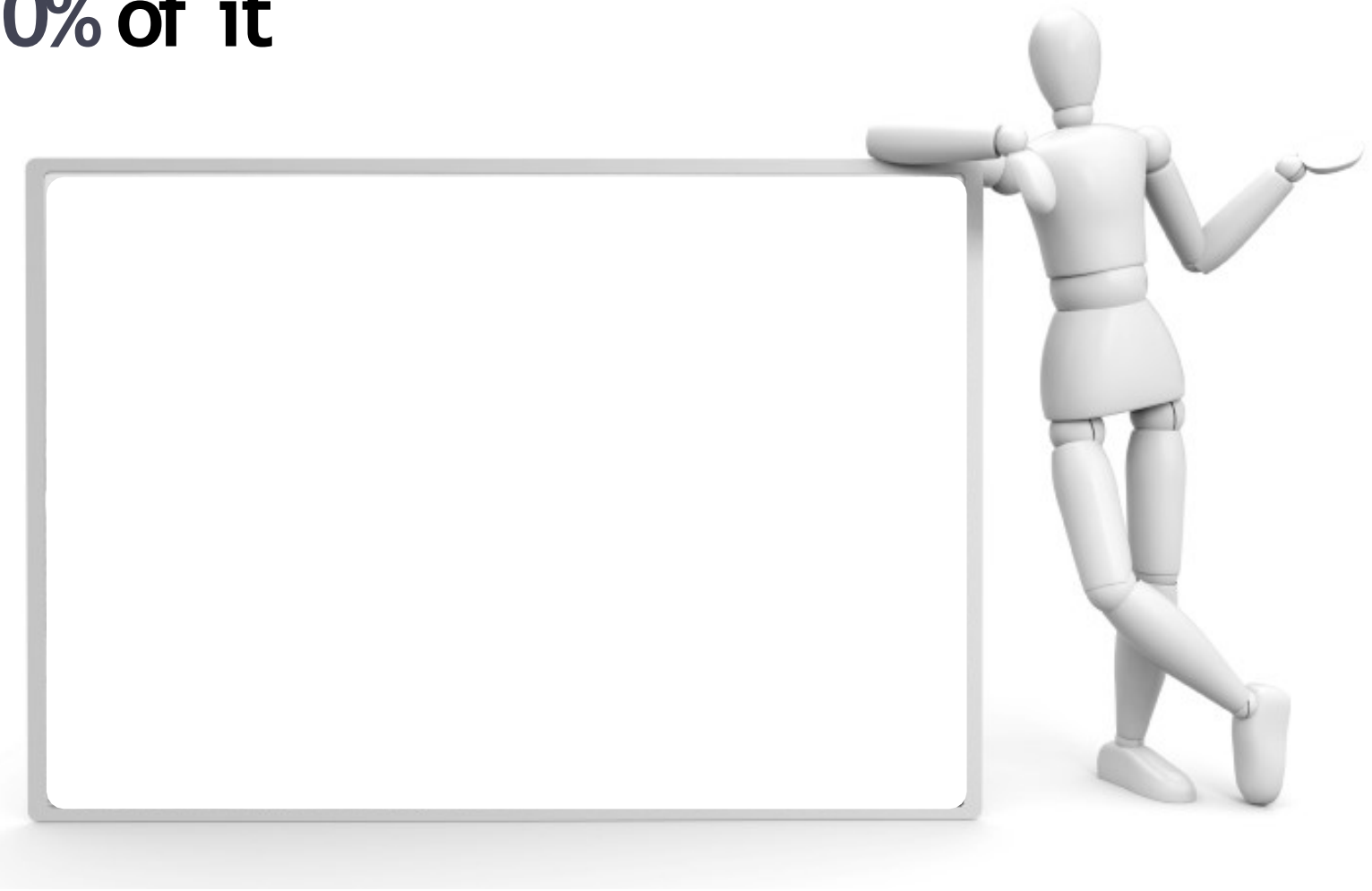
We are incredible at remembering pictures

Hear a piece of information, and three days later you'll remember ???% of it



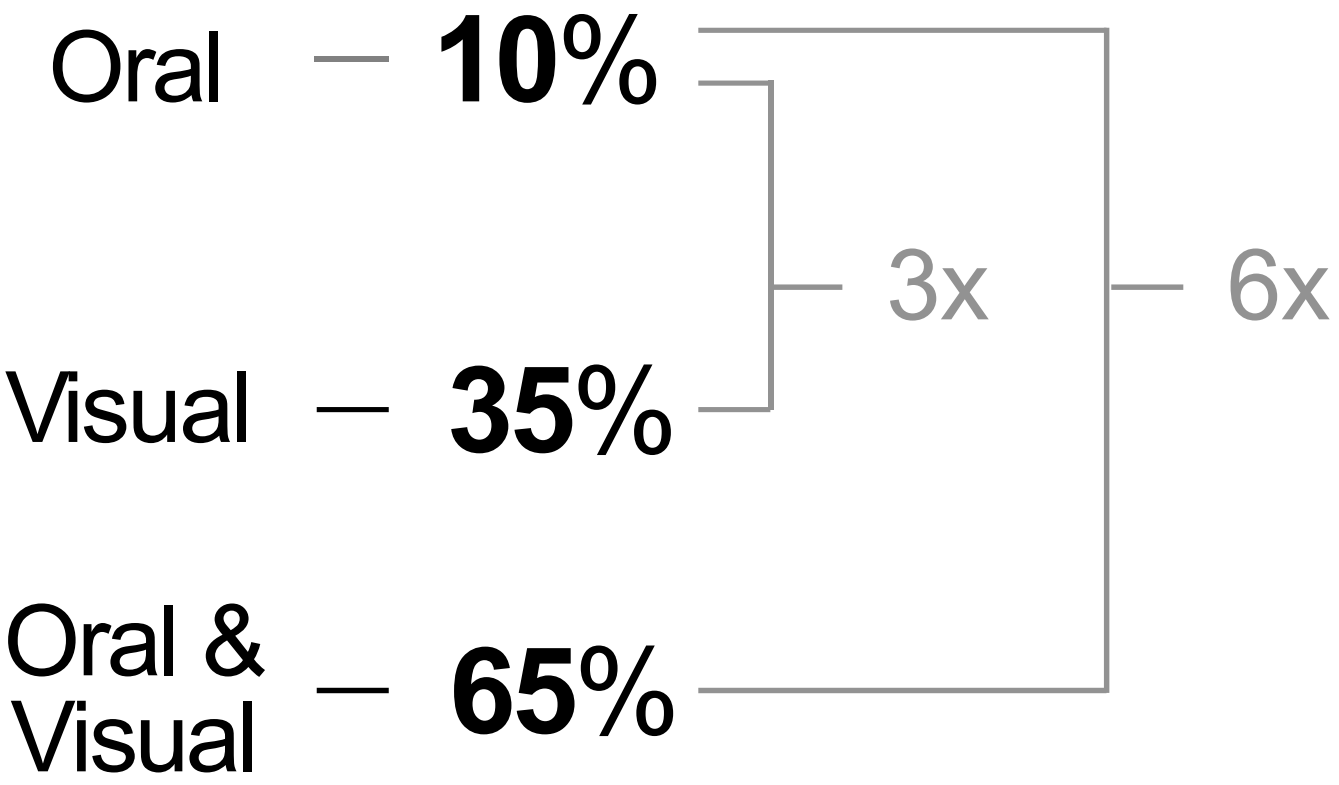
Hear a piece of information, and three days later you'll remember 10% of it



Add a picture and you'll remember ???%

Add a picture and you'll remember 65%

Rule of thumb



Source: Najjar, LJ (1998) Principles of educational multimedia user interface design

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which do you “GET” first?

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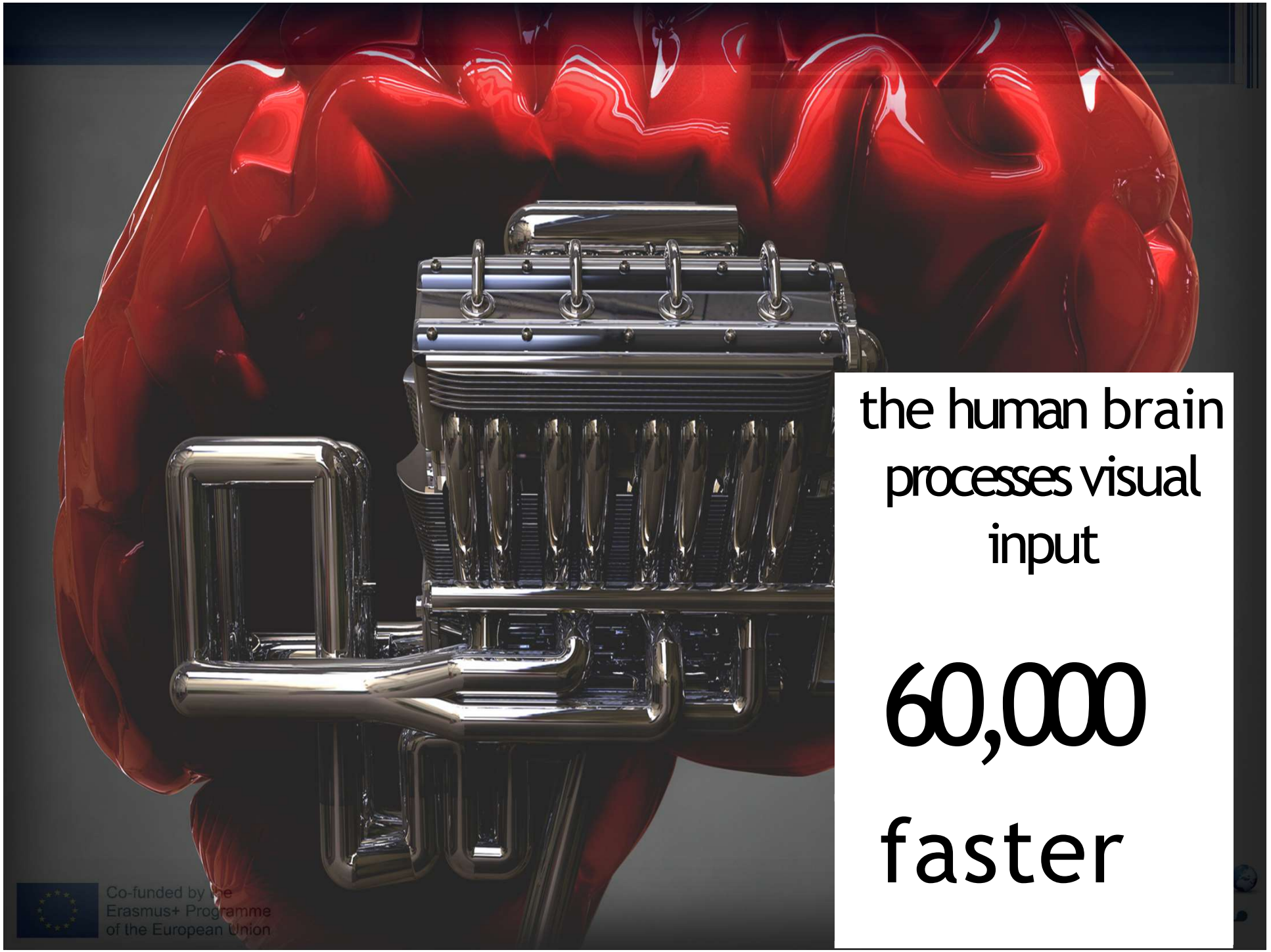

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When presenting data slides…

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“Slides should function like billboards.”
June Ferrill, Ph.D.
Istockphoto.com

So stop doing this:

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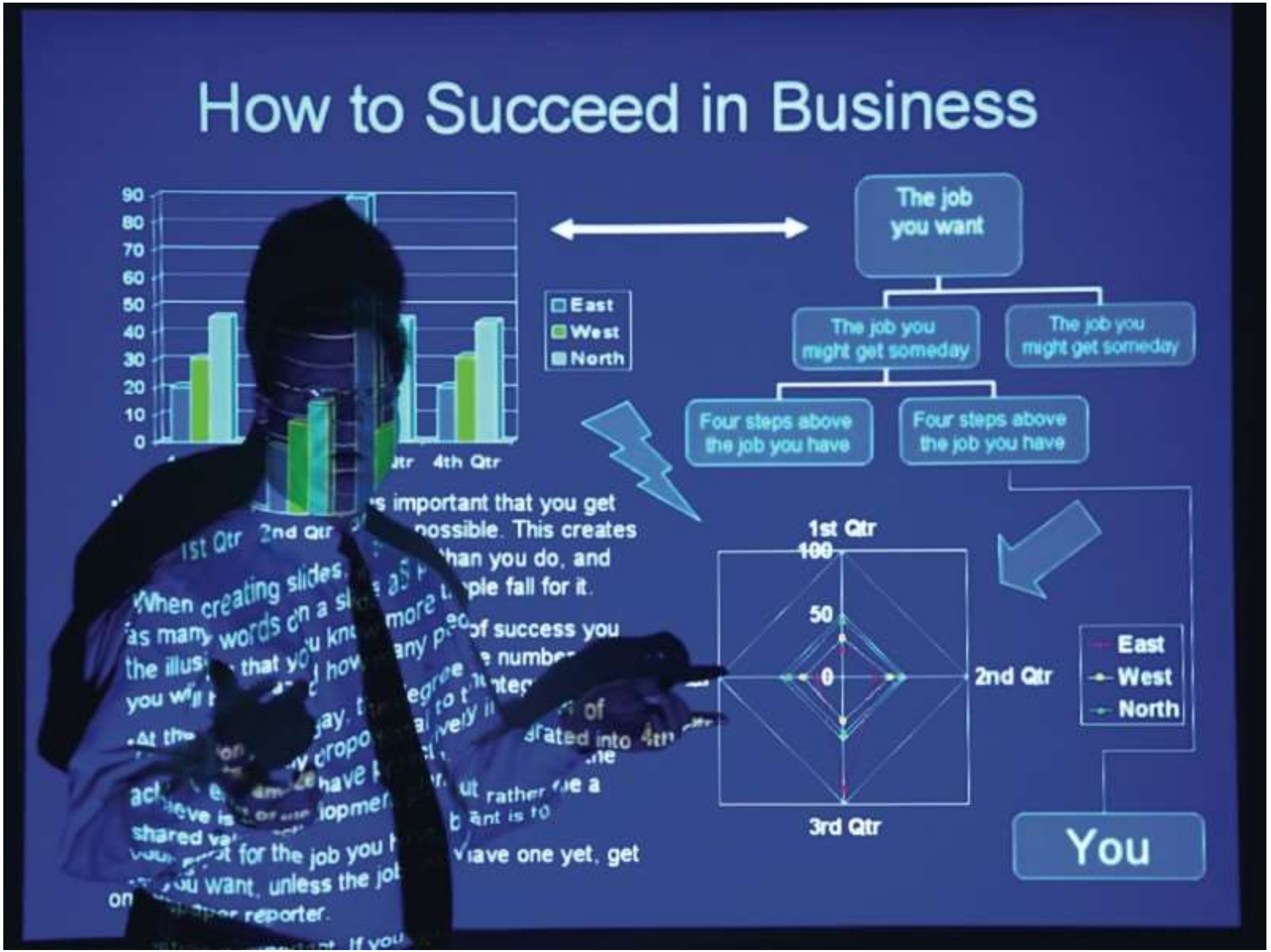
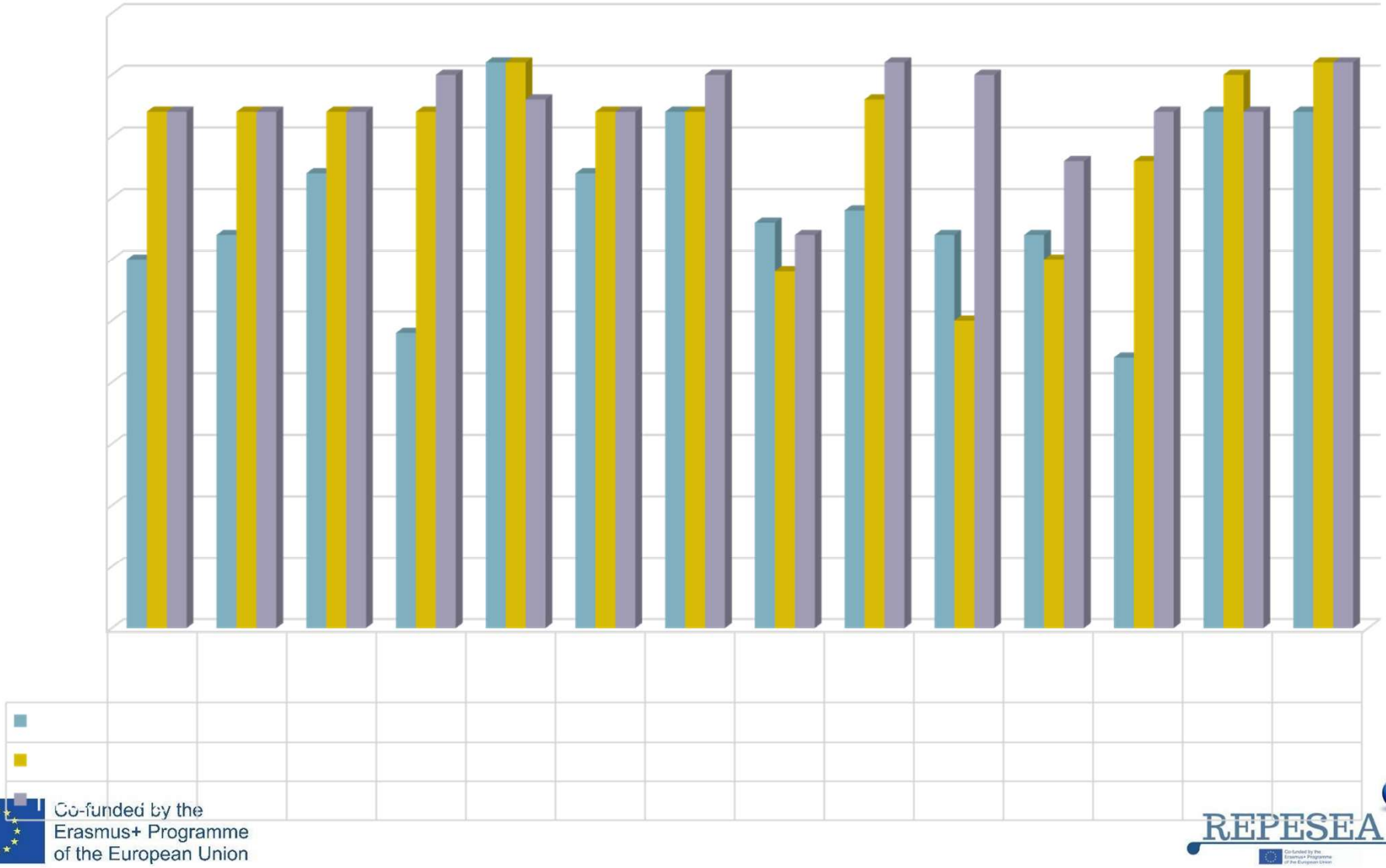
Table 1. Bone densitometry data before and after long-duration spaceflight

	iRED pre	iRED post	ARED pre	ARED post	iRED, % change (±SD)	ARED, % change (±SD)
N	8	8	5	5		
Bone Densitometry						
Total BMC,[1] g	2774 ± 469[a]	2658 ± 435[b]	2612 ± 531[a]	2595 ± 527[b]	-4 ± 3	-1 ± 1
Total BMD, g/cm^2	1.213 ± 0.098	1.175 ± 0.076	1.147 ± 0.135	1.148 ± 0.137	-3 ± 4	0 ± 1
Pelvis BMC,[1] g	301 ± 52[a]	265 ± 47[b]	288 ± 65[a]	285 ± 71[a]	-12 ± 5	-2 ± 5
Pelvis BMD,[1] g/cm^2	1.204 ± 0.103[a]	1.105 ± 0.085[b]	1.124 ± 0.127[a]	1.108 ± 0.123[a]	-8 ± 3	-1 ± 1
L Hip Neck BMD,[3] g/cm^2	0.865 ± 0.112[a]	0.796 ± 0.101[b]	0.822 ± 0.139[a]	0.798 ± 0.143[b]	-8 ± 5	-3 ± 3
R Hip Neck BMD,[1] g/cm^2	0.848 ± 0.094[a]	0.793 ± 0.089[b]	0.793 ± 0.109[a]	0.784 ± 0.11[a]	-6 ± 3	-1 ± 2
L Hip Troch BMD,[2] g/cm^2	0.840 ± 0.141[a]	0.771 ± 0.114[b]	0.742 ± 0.099[a]	0.728 ± 0.095[a]	-8 ± 5	-2 ± 1
R Hip Troch BMD,[2] g/cm^2	0.792 ± 0.087[a]	0.734 ± 0.08[b]	0.740 ± 0.109[a]	0.722 ± 0.088[a]	-7 ± 3	-2 ± 3
Total L Hip BMD,[1] g/cm^2	1.077 ± 0.128[a]	0.991 ± 0.095[b]	0.981 ± 0.143[a]	0.957 ± 0.141[a]	-8 ± 3	-2 ± 1
Total R Hip BMD,[2] g/cm^2	1.037 ± 0.080[a]	0.978 ± 0.066[b]	0.991 ± 0.122[a]	0.970 ± 0.104[a]	-6 ± 3	-2 ± 2
Total Lumbar Spine BMC,[3] g	65 ± 21[a]	61 ± 19[b]	68 ± 10[a]	64 ± 8[b]	-5 ± 5	-5 ± 10
Total Lumbar Spine BMD,[3] g/cm^2	1.040 ± 0.125[a]	0.993 ± 0.099[b]	0.997 ± 0.051[a]	0.995 ± 0.051[b]	-4 ± 4	0 ± 2

[1,2]*Significant interaction (time x exercise)*


How to Succeed in Business
90
80
70
60
50
40
30
20
10
0
East
West
North
4th Qtr
The job you want
The job you might get someday
The job you might get someday
Four steps above the job you have
Four steps above the job you have
1st Qtr
100
50
0
2nd Qtr
3rd Qtr
East
West
North
You

Levels Achieved Per Team



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Data

	Trial 1	Trial 2	Trial 3
	248.14	301.07	333.93
	34.64	39.57	42.29

Trial	Average Total Kills Average Levels Achieved				
	197	282.5	240	272.33	216
	29.33	37.25	34.66	37.33	32
	255	356.25	334	276	195
	35.33	44	43	37.66	30
	365.33	357.25	320.33	305.33	273
	44.33	44	42	39.66	38

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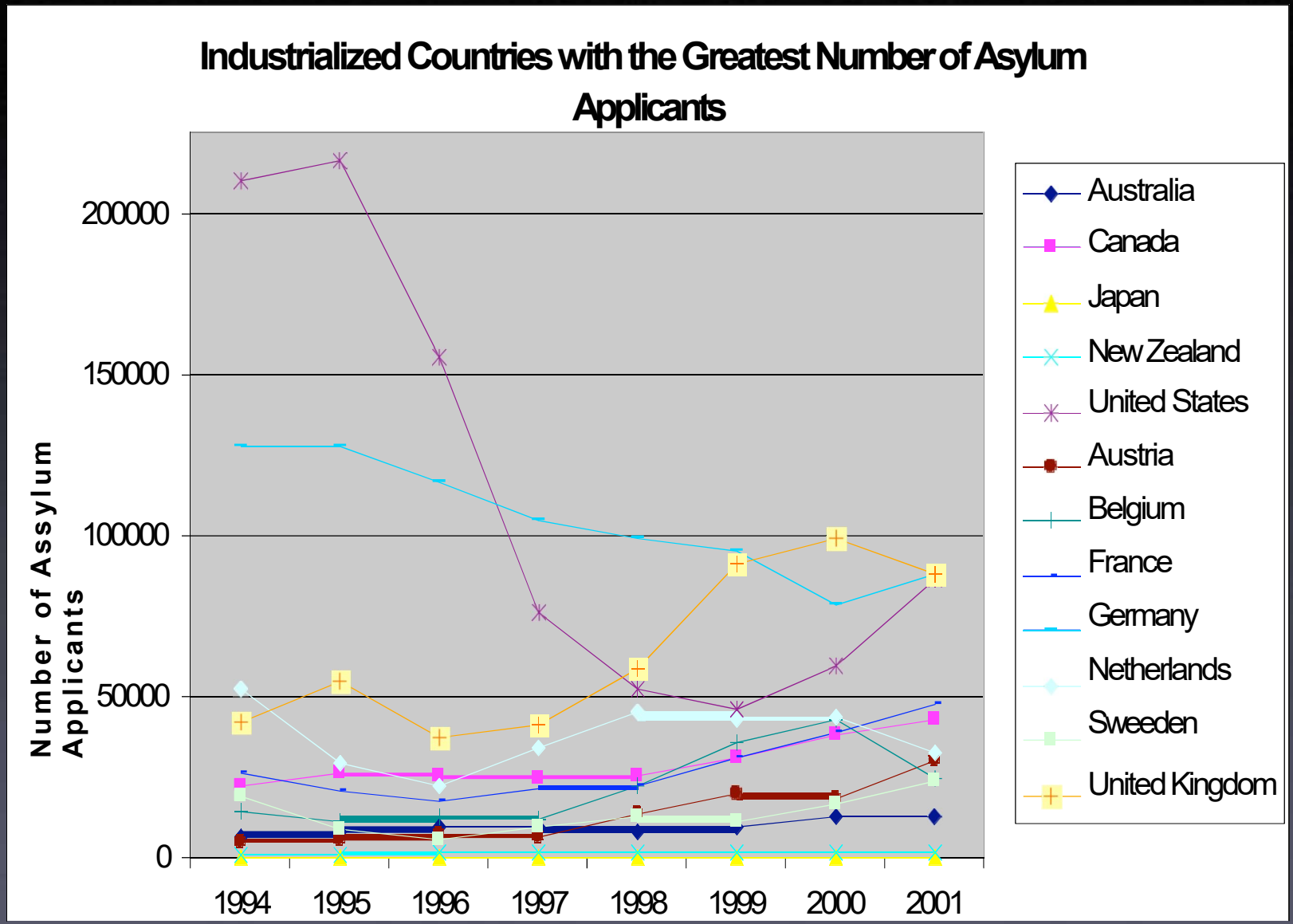
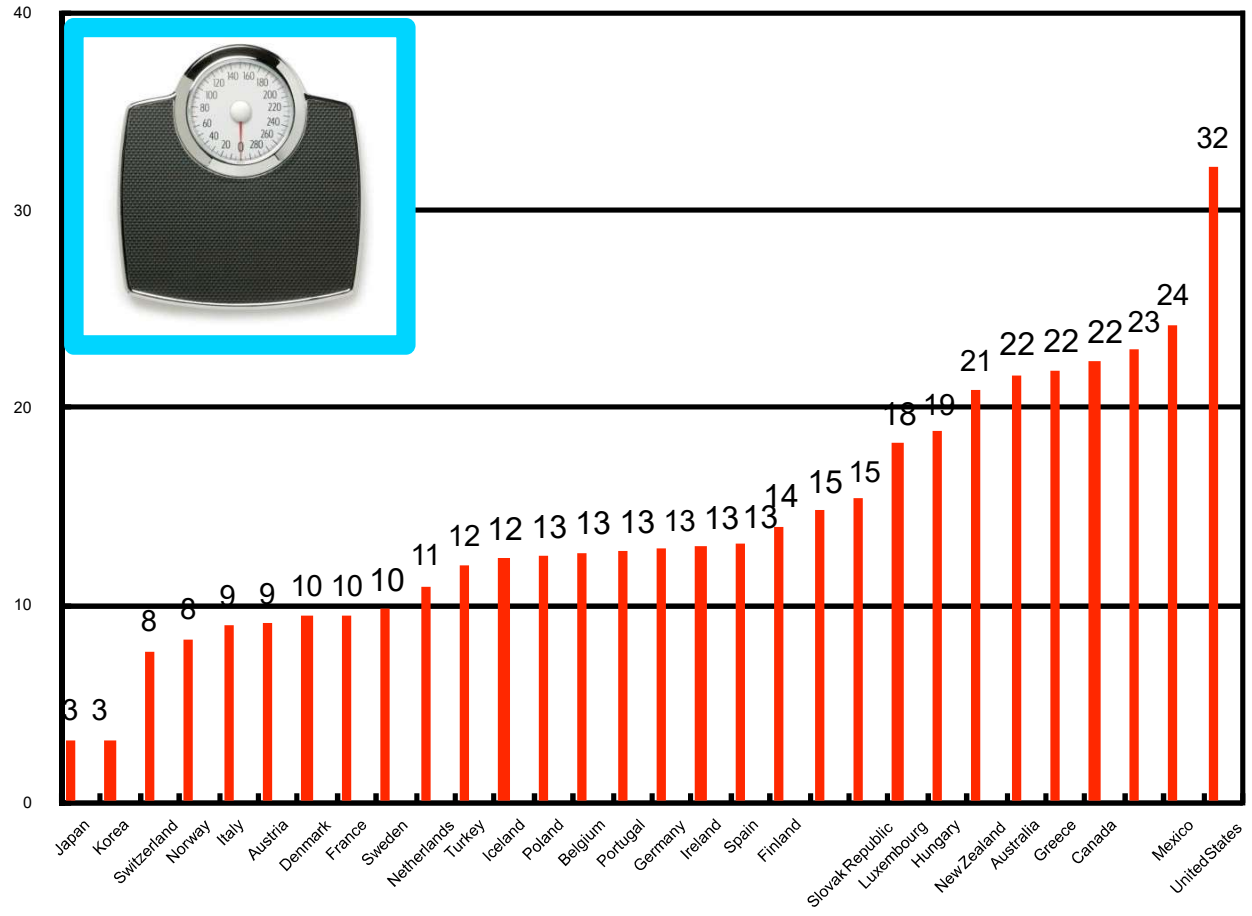
Countries Receiving the Most Asylum Applicants



Obesity

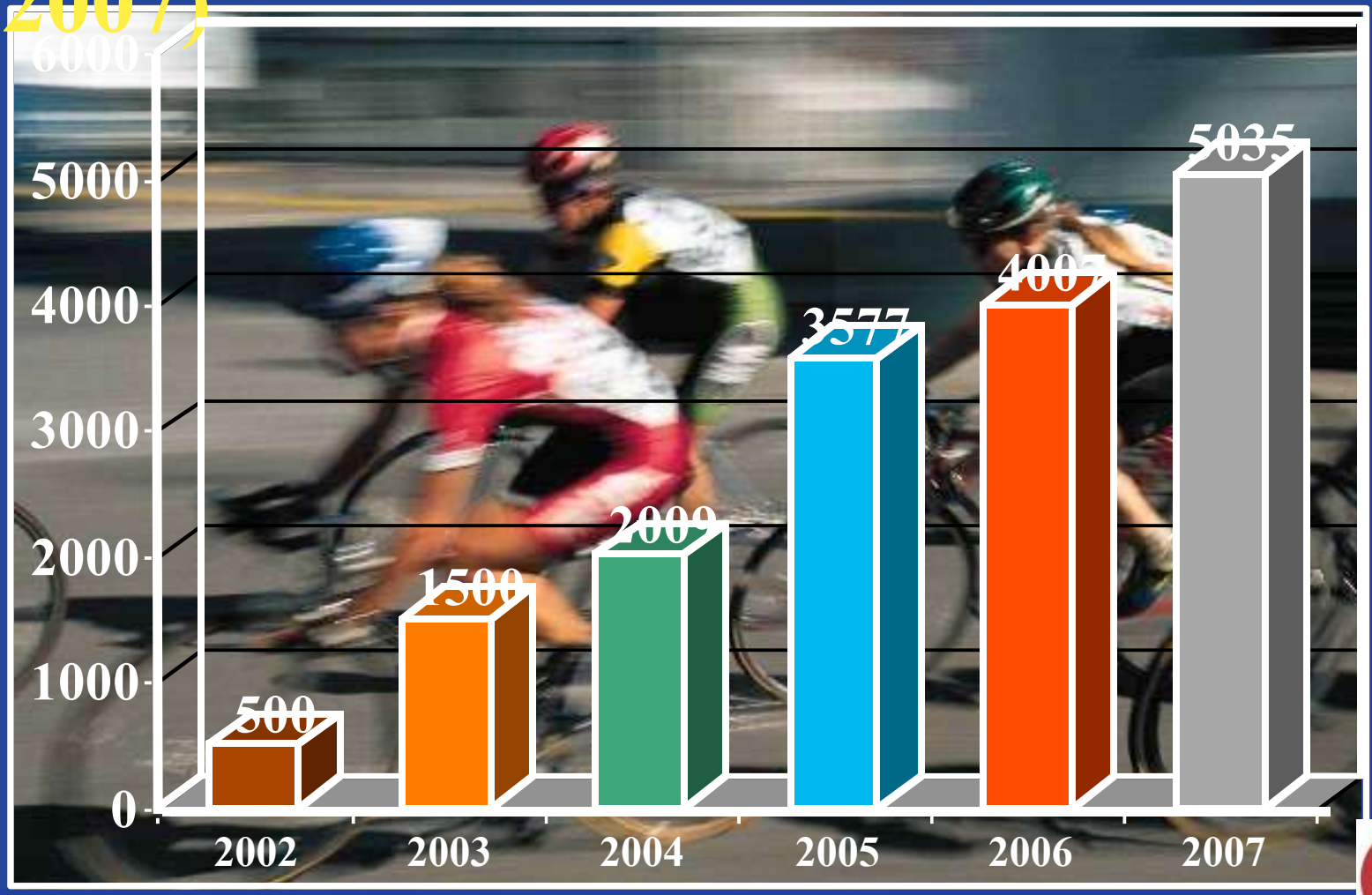
Percentage of population aged 15 and above with a BMI greater than 30 (2004)



Japan	3.2
Korea	3.2
Switzerland	7.7
Norway	8.3
Italy	9
Austria	9.1
Denmark	9.5
France	9.5
Sweden	9.8
Netherlands	10.9
Turkey	12
Iceland	12.4
Poland	12.5
Belgium	12.7
Portugal	12.8
Germany	12.9
Ireland	13
Spain	13.1
Finland	14
Czech Republi	14.8
Slovak Republ	15.4
Luxembourg	18.2
Hungary	18.8
New Zealand	20.9
Australia	21.7
Greece	21.9
Canada	22.4
United Kingdo	23
Mexico	24.2
United States	32.2

The obesity is gaining in many countries of the world. In US obesity is a serious health issue which leads to many health problems

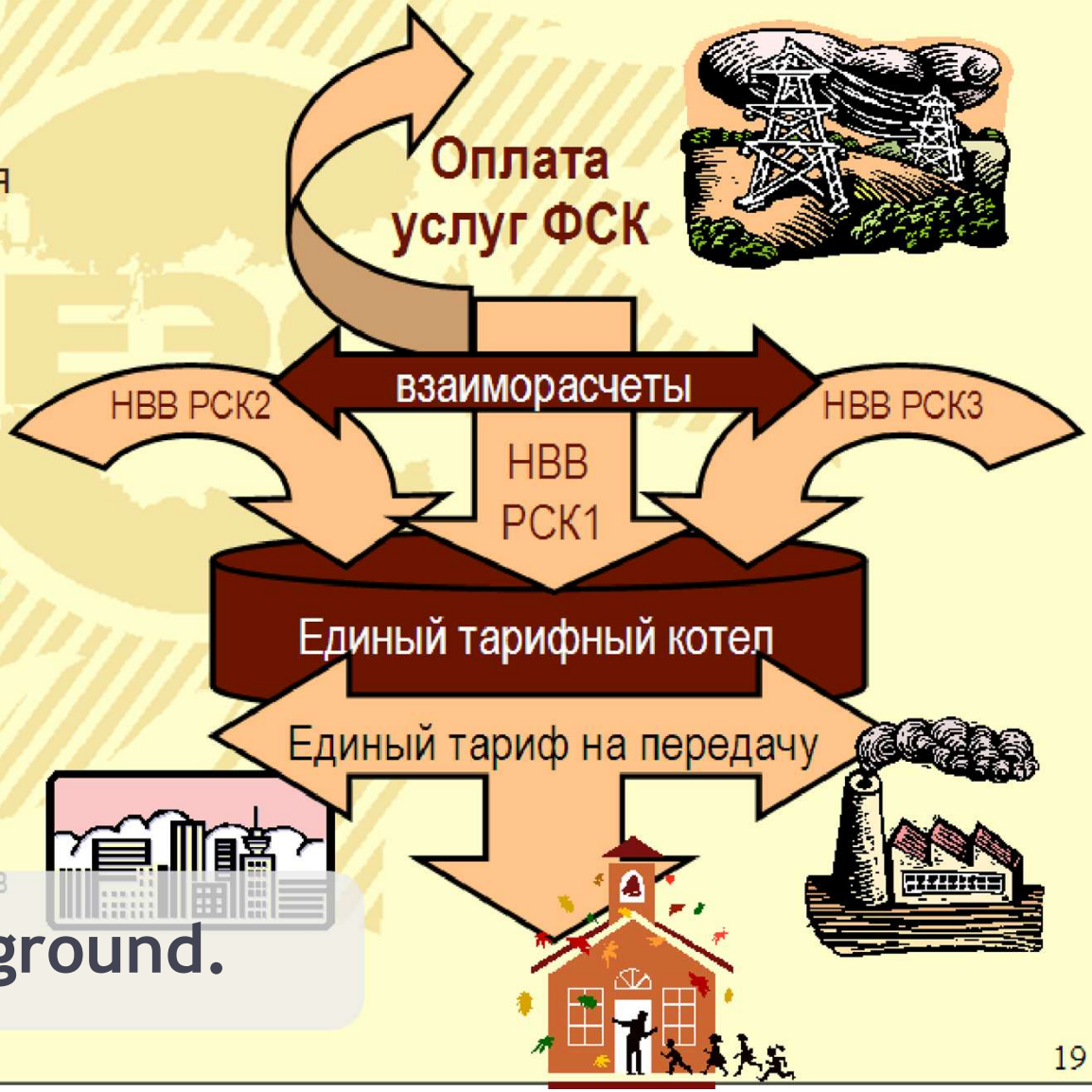
Number of bikes sold (2002-2007)



FAUX LOGO

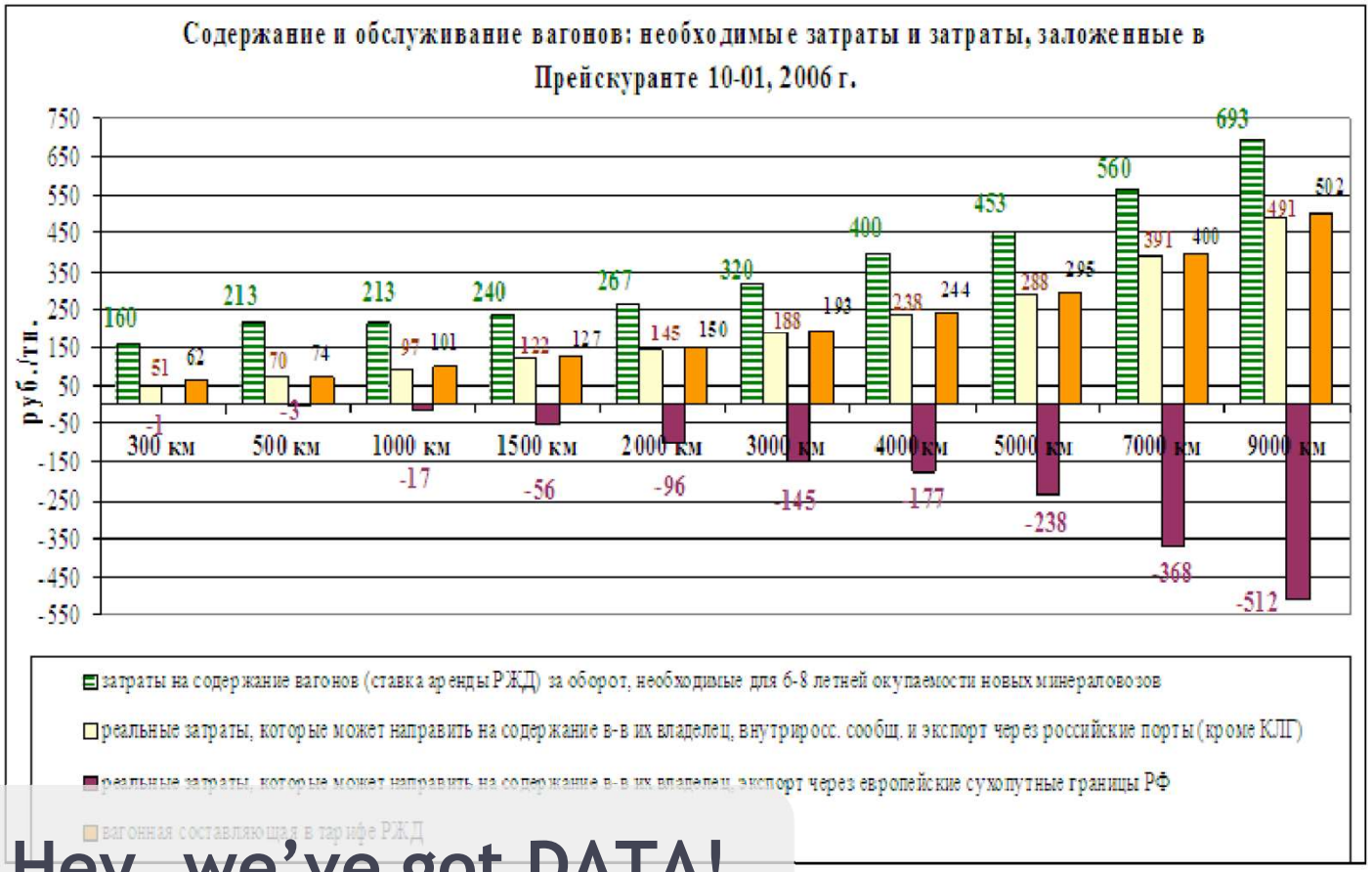
Сетевой тариф

- «**Матрешка**» по сбору сетевого тарифа – нижестоящие сетевые организации собирают плату за сетевые услуги для себя и всех вышестоящих сетей, включая сети ЕНЭС (ФСК)
- «**Котловой**» способ расчета тарифа – сетевой тариф не по сетевым организациям, а по типам присоединения потребителей (напряжения) в регионе
- Все сетевые организации оплачивают потери в своих сетях
  - Покупка потерь ФСК – включение новой статьи затрат в тариф ФСК и соответственное [illegible] э/э на ОРЭМ



Notice cool background.

Достаточность вагонной составляющей для содержания и обслуживания собственных вагонов, внутренние и экспортные поставки азотных удобрений, 2006 г.

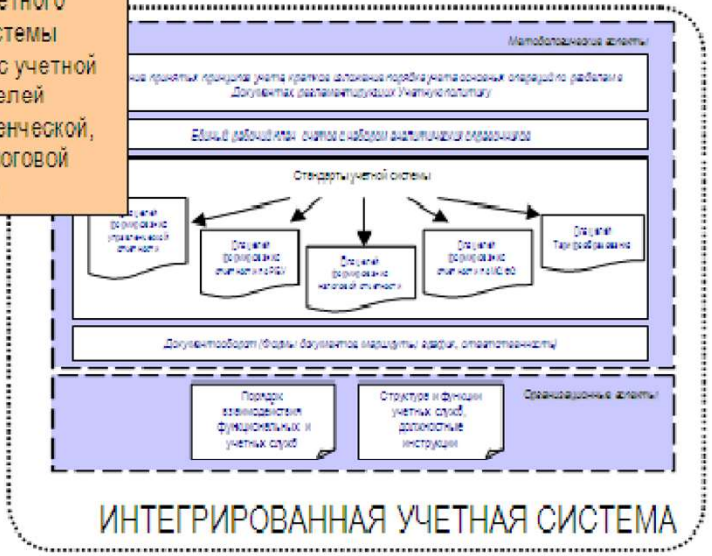


* Реальные затраты – те затраты, которые владелец вагонов может понести, чтобы грузоотправитель сохранил существующий тариф за вагон общего парка, т.е. это есть разница между тарифом за вагон общего парка и тарифом за кругорейс собственных вагонов (груженый и порожний рейс).
Экспортные перевозки через сухопутные переходы – самые невыгодные для применения собственных вагонов.
Приобретение вагонов для таких перевозок повлечет к удорожанию для грузоотправителя.

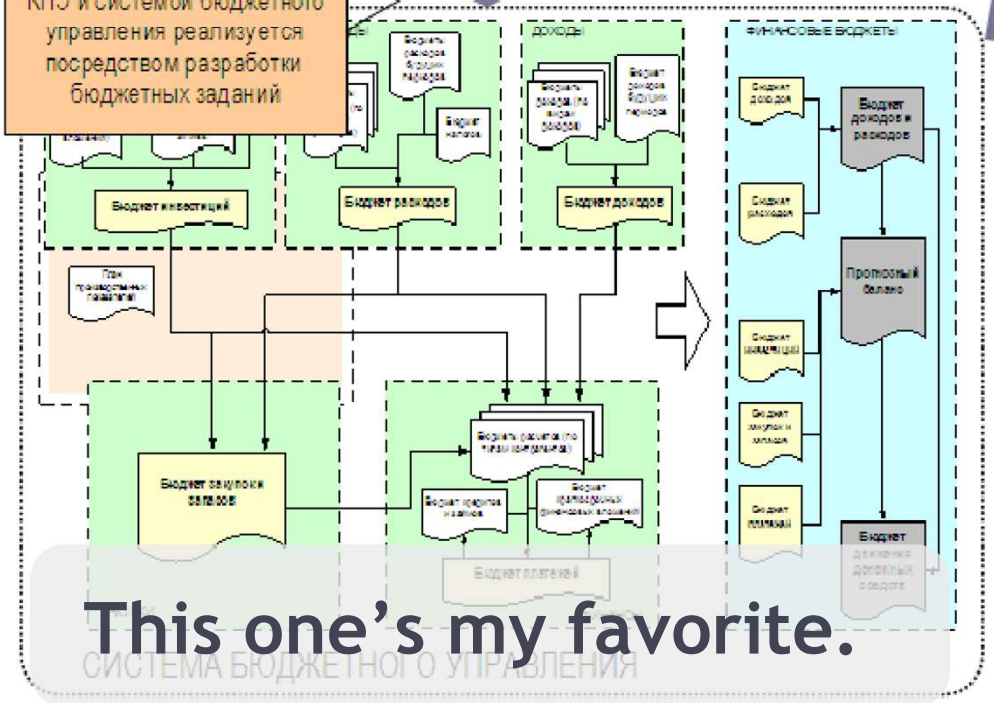
Hey, we've got DATA!

МОДЕЛЬ УПРАВЛЕНИЯ РЭСК

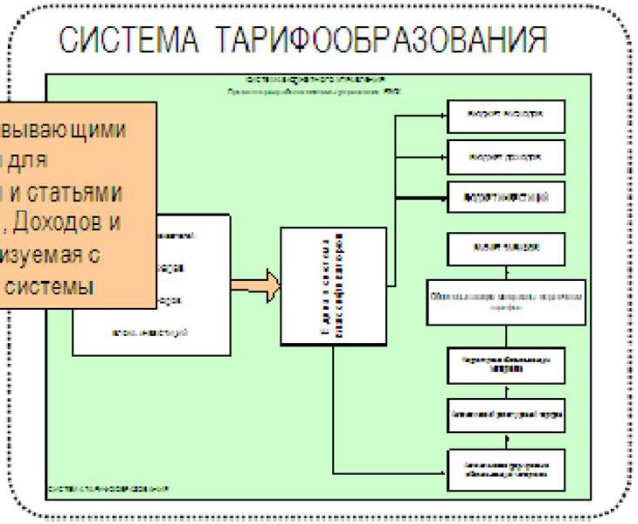
Связь КПЭ, бюджетного управления и системы тарифообразования с учетной системой для целей составления управленческой, финансовой и налоговой отчетности



Связь между контрольными КПЭ и системой бюджетного управления реализуется посредством разработки бюджетных заданий



Связь между обосновывающими документами для тарифообразования и статьями Бюджетов Расходов, Доходов и Инвестиций, реализуемая с помощью единой системы



This one's my favorite.

Which leads to this:

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Which costs this:

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Time

Money

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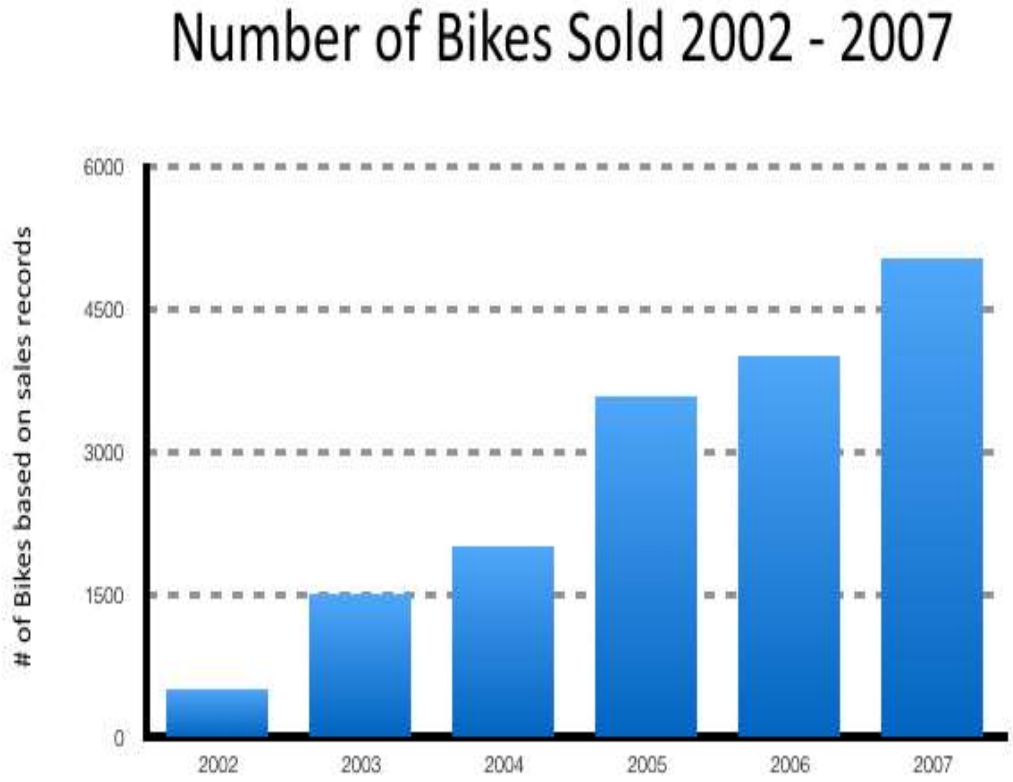
For example...

atypical data slide



ACME Bike Co.

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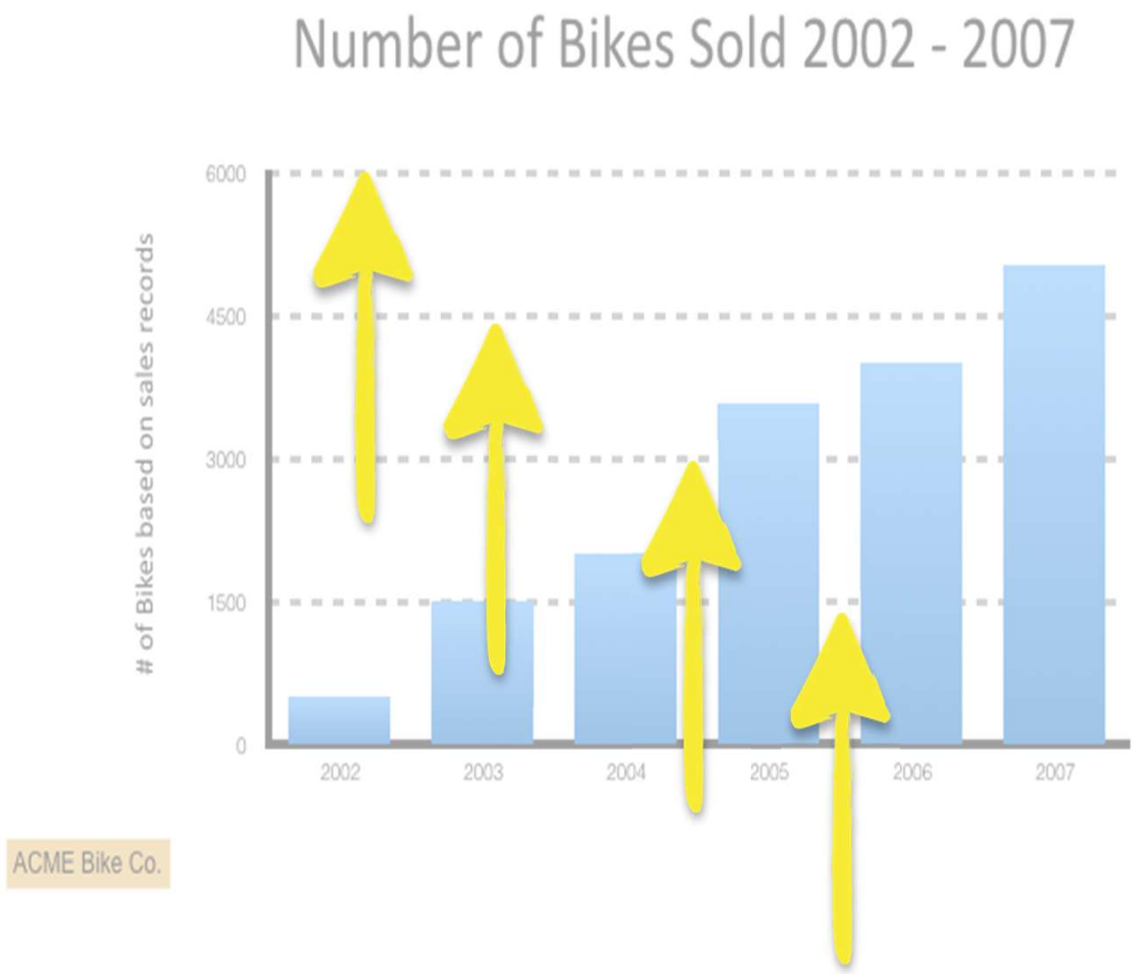
step 1: remove distracting gridlines



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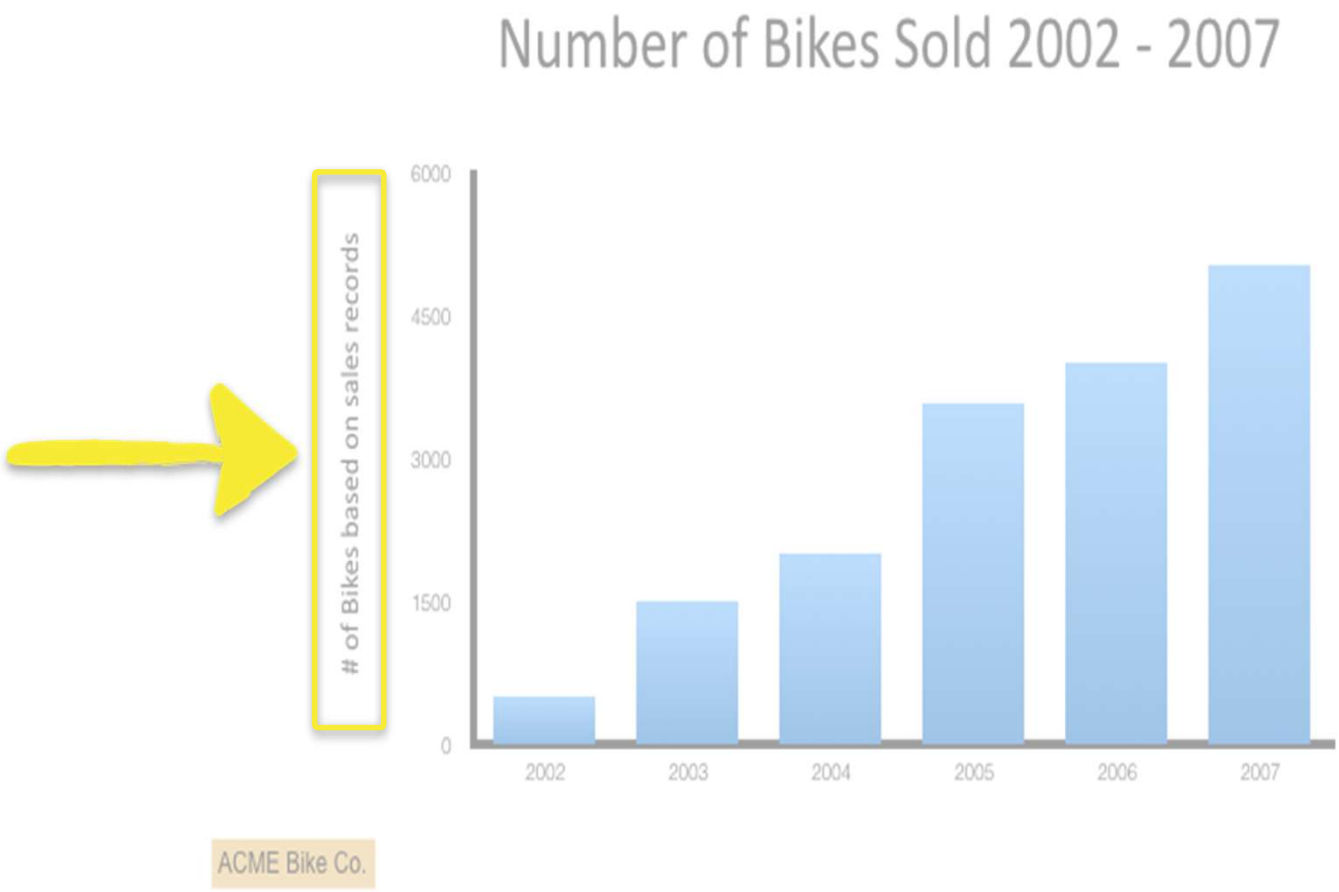
step 2: eliminate unnecessary labels



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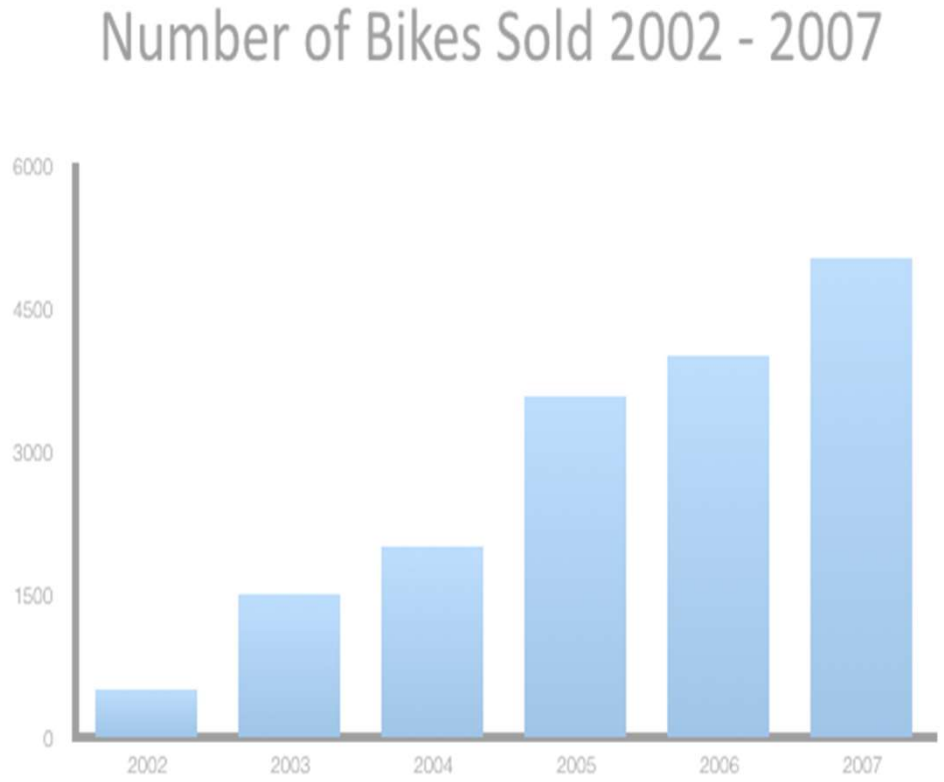
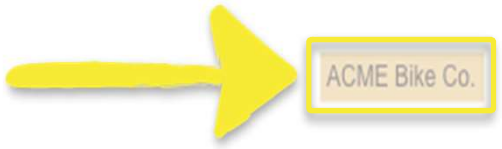
step 3: remove the logo!





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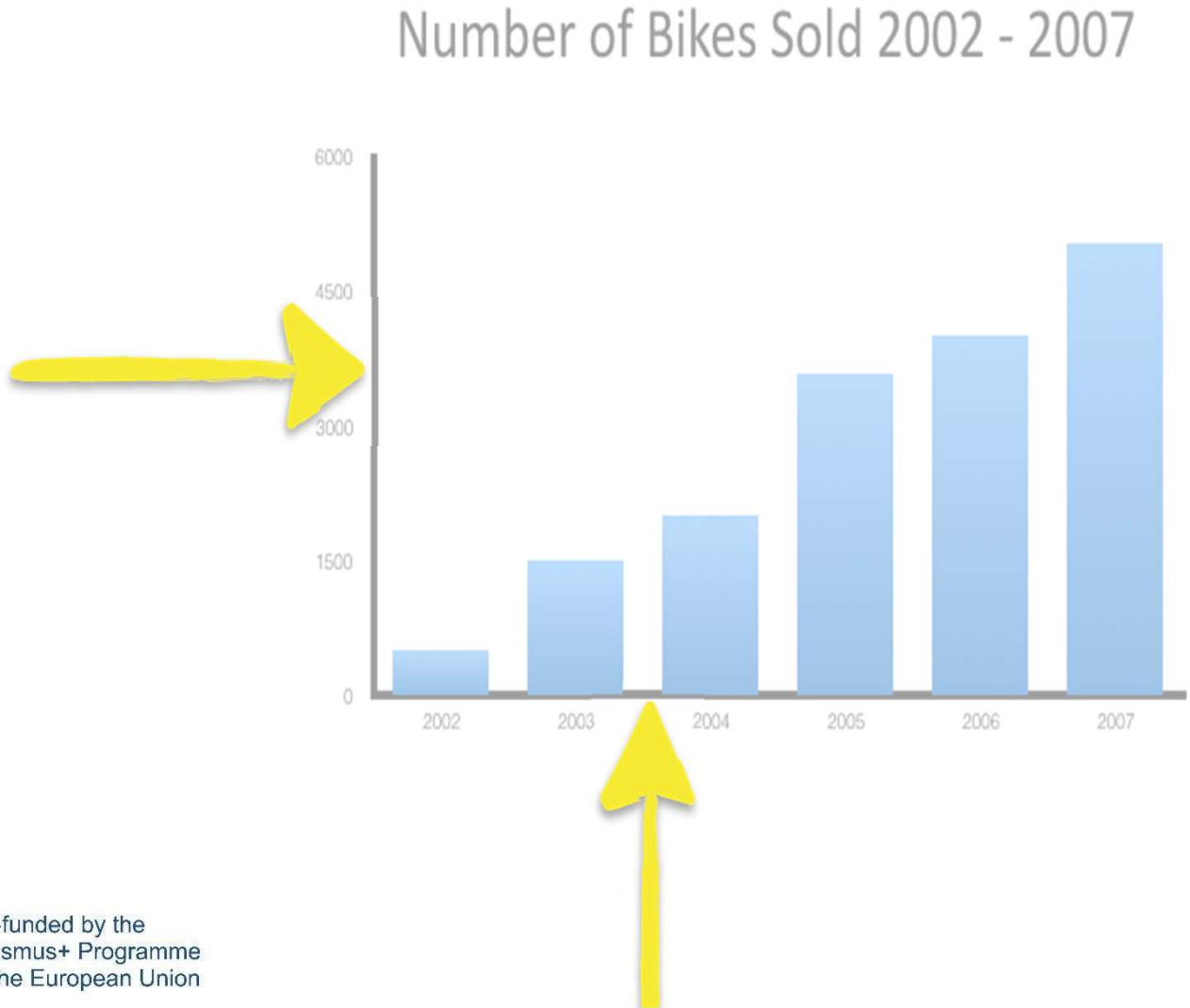
step 4: lighten up the lines



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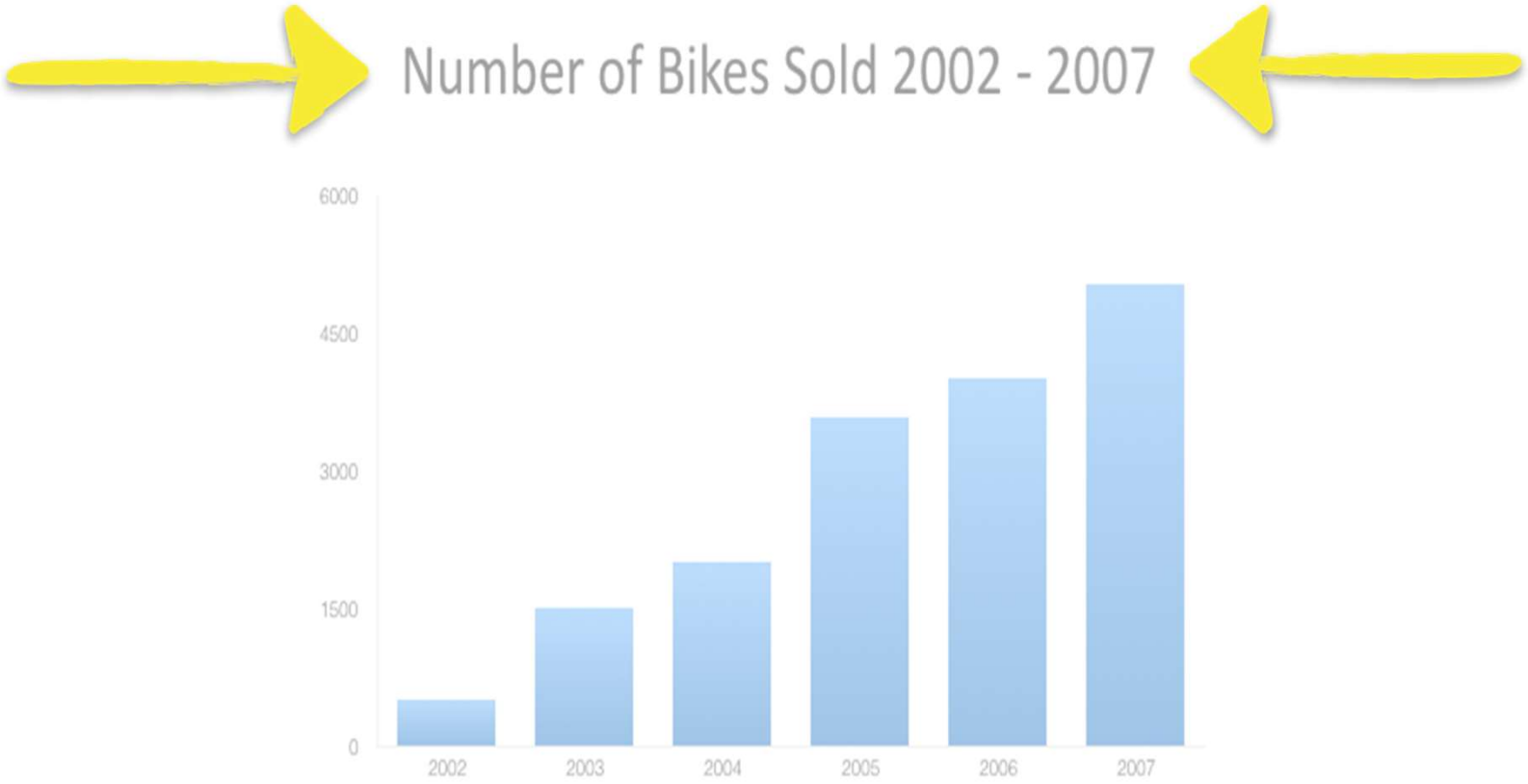
step 5: make the core point crystal clear!



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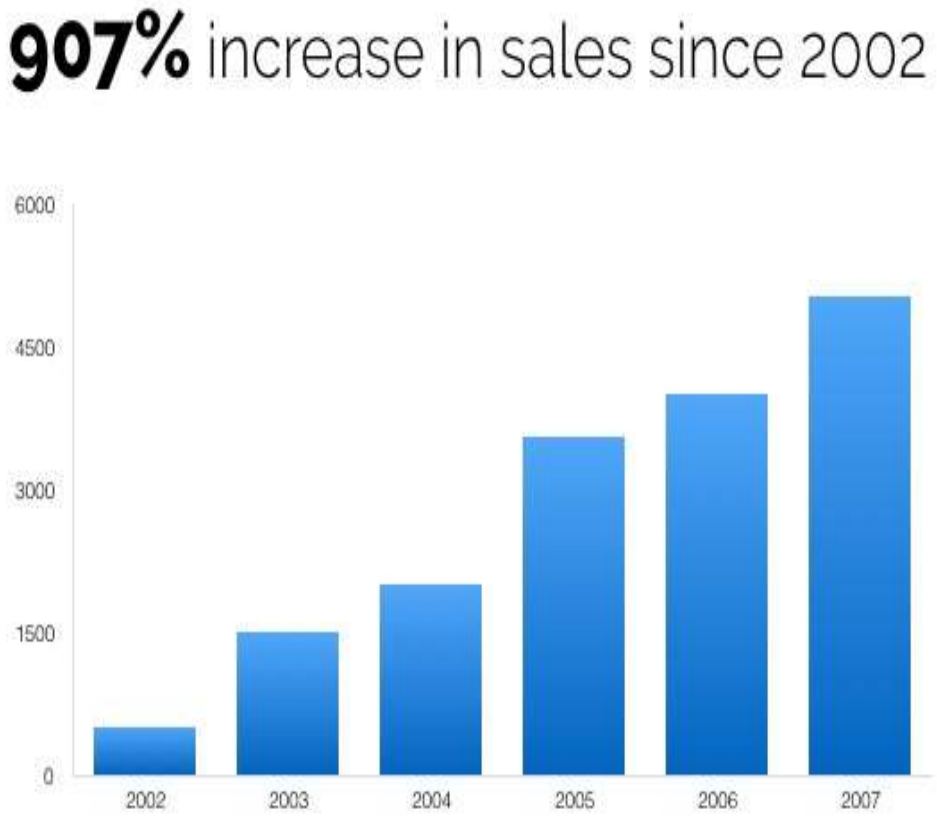
Can you see the difference?



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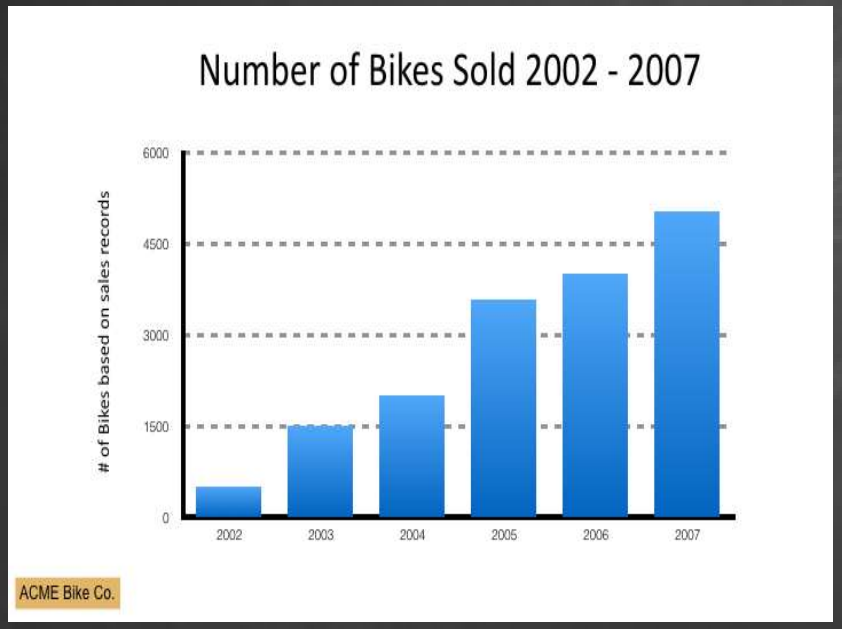
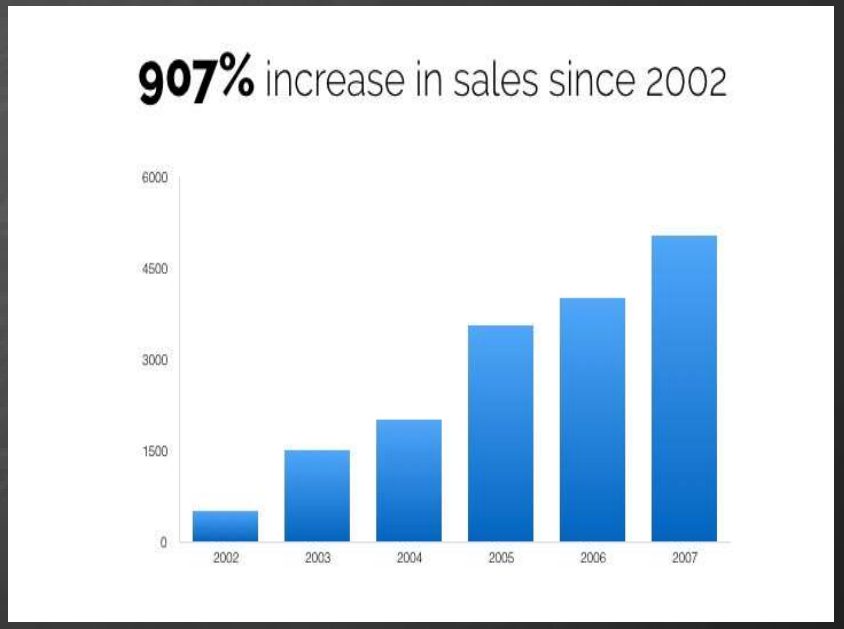
see the difference?



before



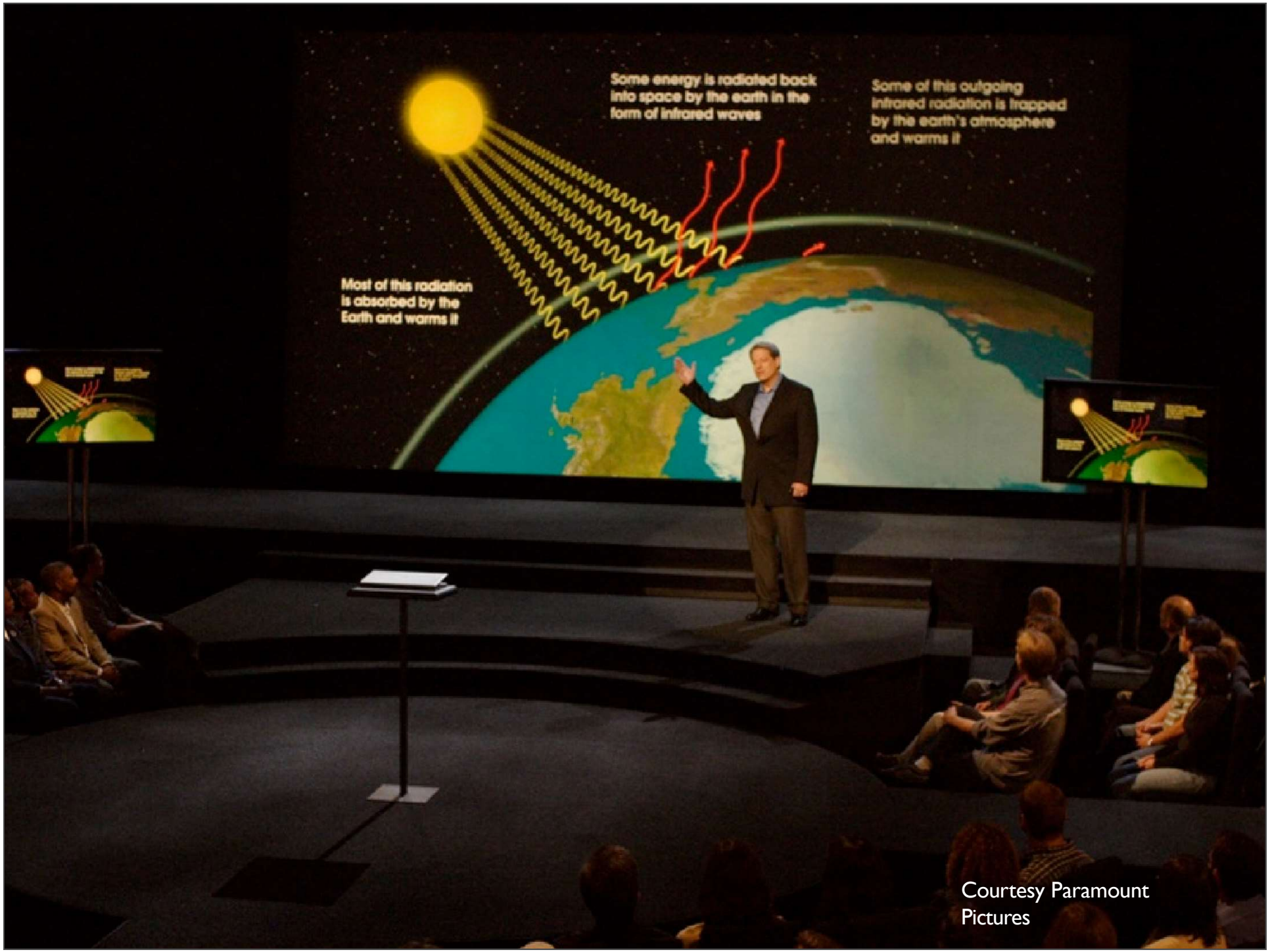
after

Dangers of Global Warming

- The number of Category 4 and 5 hurricanes has almost doubledin the last 30 years.
- The flow of ice from glaciers in Greenland has more thandoubled over the past decade.
- Heat waves will be more frequent a more intense.
- Droughts and wildfires will oc often.
- The vast majority of scientists agre global warming is real, it is already happe nd that it is the resulto activities and not a natural occurrer

Courtesy Paramount Pictures

Al Gore
Courtesy Paramount Pictures



Courtesy Paramount Pictures

Iceland: the land of fire & ice

- Located between the North Atlantic & the Arctic Oceans, Iceland is the most sparsely populated country in Europe.
- It's volcanically & geologically active, with an interior that is characterized by sand & lava fields ("fire"), as well as mountains & glaciers ("ice").
- Despite its high altitude just outside the Arctic Circle, Iceland is warmed by the Gulf Stream & has a temperate climate

- VS -

words >visuals

Iceland: the land of fire & ice

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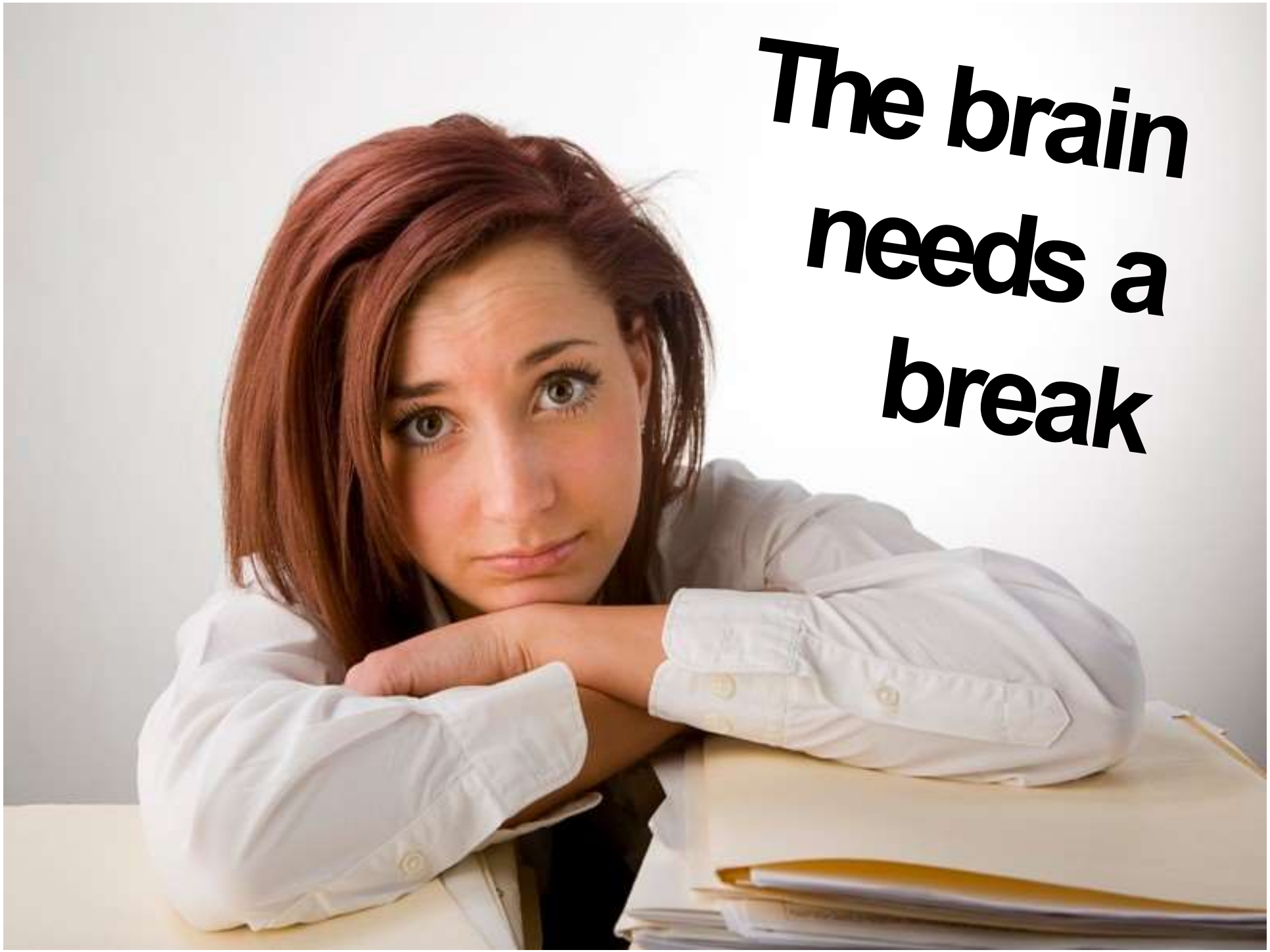
- vs -

visuals >words

ICELAND
land of fire & ice


The brain
needs a
break

“If keeping someone’s attention in a lecture was a business, it would have an **80% failure rate**.”

— Dr. John Medina

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After ??? minutes, audience attention steadily drops

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After 10 minutes, audience attention steadily drops

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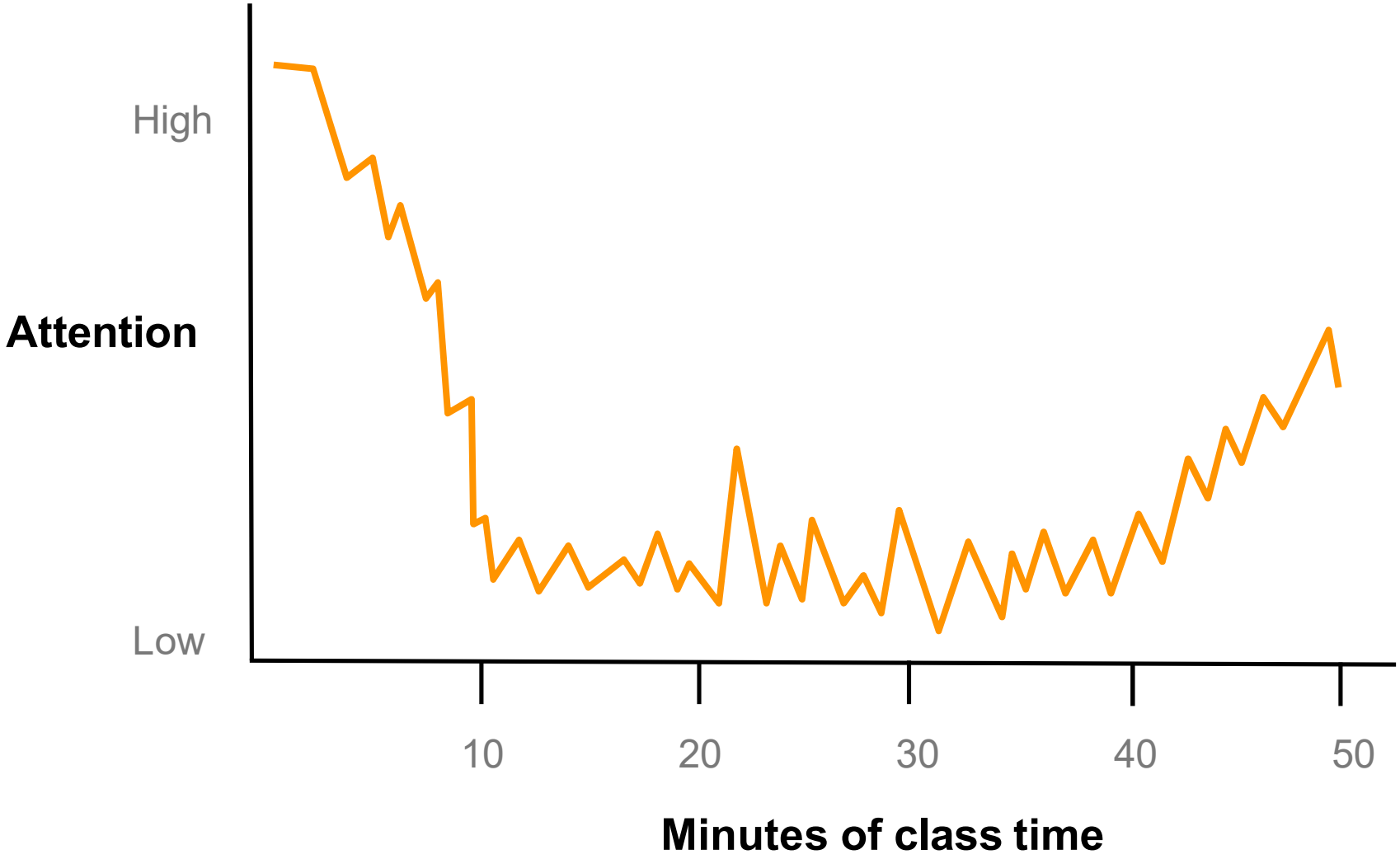
The 10-minute rule



Source: www.brainrules.net/attention

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So do something
emotionally relevant
at each 10-minute
mark to regain
attention

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All this leads to...

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Wow*

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* great presentations

but…

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It takes time

Summary

Do

use a big enough font

keep the background simple

use animations when appropriate

make things visual

Don't

make it so small you can't read it

use a complicated background image

but don't overdo the animation - it gets distracting

use endless slides of bulleted lists that all look the same

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Keep it

short

focused

relevant

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Q&A

THANK YOU!

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Enhancing the Learning Process: The Use of Gamification

Erasmus+ Capacity Building in Higher Education
Assessing and Improving Research Performance at South East Asian Universities

7.-11. 10. 2019, Chiang Mai University, Thailand

Agnieszka McCaleb

World Economy Research Institute, SGH Warsaw School of Economics, Poland

Co-funded by the Erasmus+ Programme of the European Union

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein

REPESEA

Training outline

1. Gamification in teaching – explanation
2. Gamification – a method for brain friendly learning
3. Gamification – for students and teachers
4. Gamification characteristics and mechanics
5. Types of tasks
6. Creating narrative
7. Risks and challenges
8. Example of gamified course

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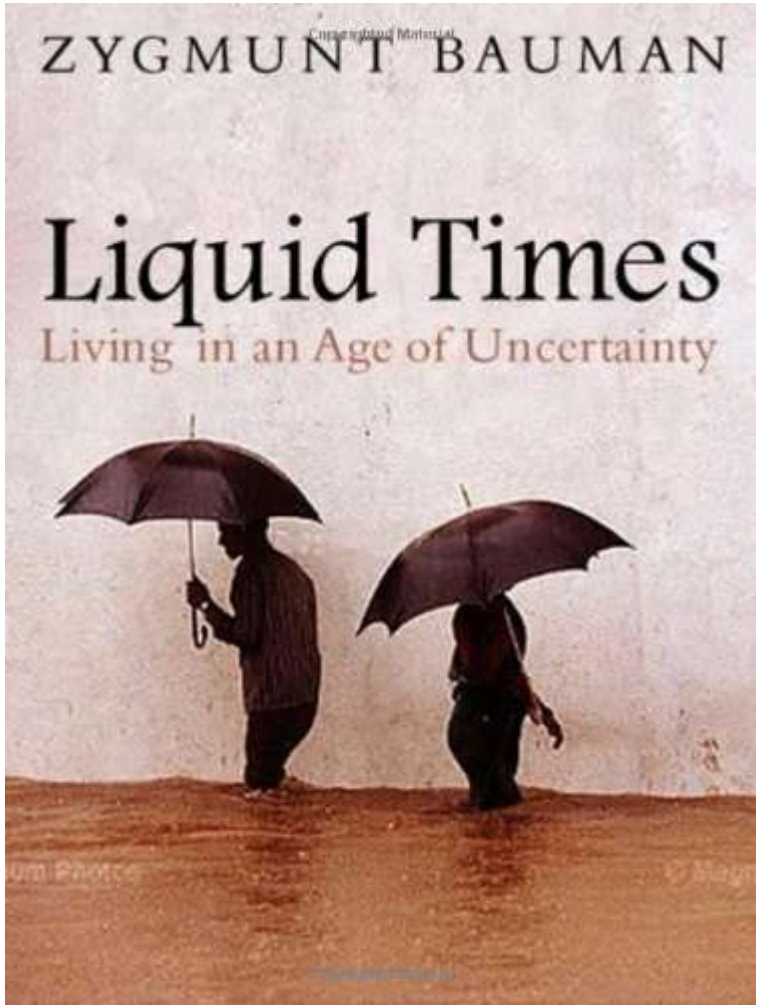
Need for new teaching methods adjusted for the modern youth



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Gamification* - What is it and what for?

"game-based mechanics, esthetics and game thinking to engage people, motivate action, promote learning, and solve problems" (Kapp 2012 in Siirilä, 2017, p 13).
Not game for teaching (not game-based teaching)
For teaching anything!
Process - building engagement; **reward** delayed in time and difficult to attain becomes relatively easy to achieve
Not about competition but playing

*The presentation is based on own experience and training at SGH Warsaw School of Economics delivered by dr Wojciech Glac and dr hab. Joanna Mytnik in 2017 within EU funded program „Wykladowcy z PO WERem" (Teachers with PO WER)

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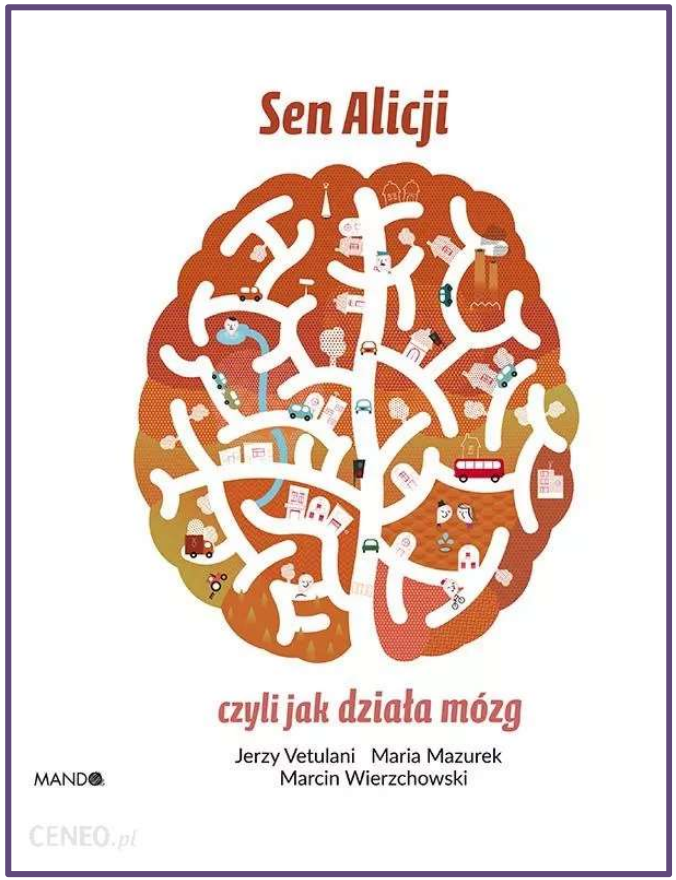
Why gamification enhances learning?
=> Brain friendly learning

Team work, we are social animals (new emotional links/connections)

Playing, fun

Fulfilling the need of creativity
(Solving problems)

Natural review of material
(redoing of tasks, ideas applied in different contexts – “digest” and truly understand concepts: theory and practice)



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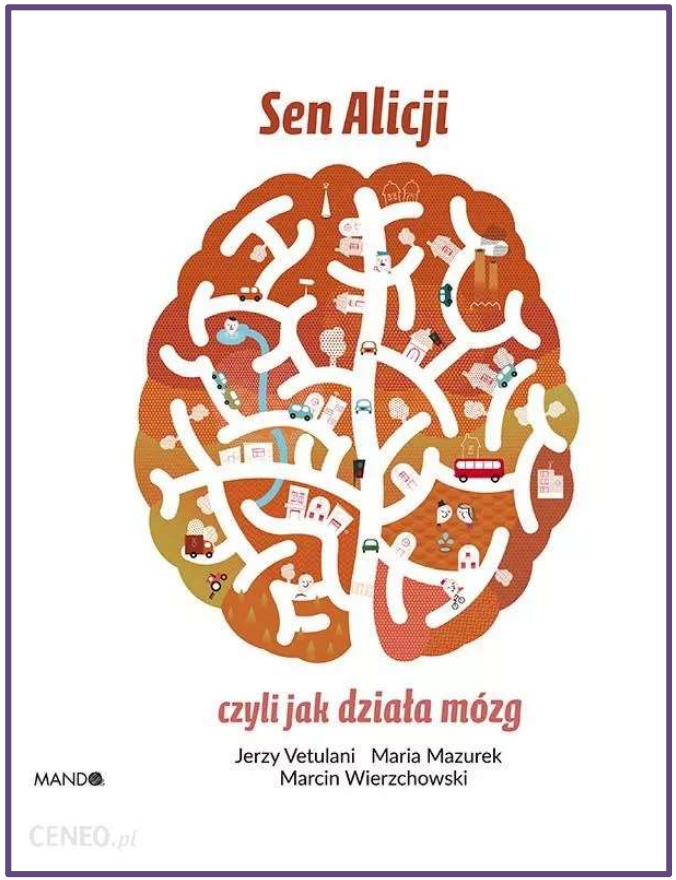
Why gamification enhances learning?
=> Brain friendly learning

Identification with tasks
Applying all senses
External vs internal motivation (interest)
Safe, interesting and diverse environment
Breakes, regular learning



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Gamification – for students

Regular learning process = instant feedback
Motivation, enhanced experience and engagement => pleasure, fun
Learning/practice by failure
Encourage experimenting
Supports team work
Knowledge that lasts

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Gamified courses – student feedback (Kłonczyński 2016; Glac, Mytnik, 2017)

Surveys done by teachers of gamified courses show students appreciate game aspects:

Enthusiasm for learning
Learn faster
Learn to carry out regular work
Team work skills
Strategic, creative thinking
Feel being treated as individuals
Safe place for making mistakes
Appreciate frequent contact with teacher

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Gamification - for teachers

Engaging – rethinking teaching aims and methods
Fun
Creation and implementation of gamified course is time consuming

⇒Different role – inspire, fascinate, guide
⇒Game master

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Gamification characteristics (1)

freedom to join the game
freedom to fail (ability to re-do the tasks)
rapid feedback (interactive)
progression (limited time for tasks; missions, levels) and
increasing difficulty of tasks

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Gamification characteristics (2)

fantasy narrative (storytelling)
multiple paths/diversity of tasks – individual, teams
no penalties (no negative points, no impact of game result on student's final grade)
tasks are performed outside of classroom

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Elements of mechanics used in designing games (based on Jackson 2016; Cyrklaff 2016)

Points – no grades!
Levels (knowledge/initiation stages, stages – geographic, chronological)
Achievements
Badges
Virtual (in-game) currency – paying for absences, coming unprepared
Score charts/progress tracking
Leader boards
⇒Physical awards too!

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Tasks/missions in the gamified course (1)

Core missions from week to week
Missions requiring longer time for preparation
Diversity of tasks targeting all types of students; tasks requiring different types of action (drawing, taking pictures, playing drama, etc)
Additional missions for ambitious students
Surprise tasks for curious ones
Additional tasks only available for students with specific number of points

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Tasks/missions in the gamified course (2)

Team tasks
Team rivalry (bonus for team members for using in other special tasks)
Tasks that make them think be creative, apply what they learn (can't copy from the internet)

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Types of tasks (1)

pre-class readings,
reading extra articles/chapters - presenting during office hours or lecture
participation in discussion,
prepared presentations (interesting presentations)
infographics
lecture synthesis – drawing
cartoon

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Types of tasks (2)

writing an essay
creating encyclopedia of terms within the course
reports on conferences
reviews of book
weekly quiz
class attendance
for cooperation

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Types of tasks (3)

creating multiple choice test questions
creating game for checking content of one lecture
mind map
interview
survey
entry tests (=> levels)
serving other purposes (coming on time => short tests at the beginning of the lecture)

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Ideas for narratives

Related with topic of the course
Within interests of students
- related with some pop culture motives
- related with practical life problems

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Risks and downsides

Delayed response – students lose interest
Imperfect preparation of the gamified course
Students focus on collecting points instead of knowledge itself (it can be minimized by attractive teaching materials)

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Design and preparation of gamified course

Teaching goals, other skills

Book of rules (awards/benefits)
Map of the game

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Gamified course map – Multinational Firms in the World Economy

	1	2	3	4	5	6
	10/2/2018	10/9/2018	10/16/2018	10/23/2018	10/30/2018	11/6/2018
	Multinationals (MNCs): how are they defined and measured? MNCs/FDI: global and regional comparisons.	Determinants of Foreign Direct Investment (FDI). Theories of a multinational enterprise	MNCs: the firm and the market. Global value chains.	Internationalizatio n of research and development (R&D)	effect of MNCs/FDI. MNCs strategies and their implications for generating employment and building skills. Strategic	Home country effects of MNCs/FDI. The impact of MNCs on international trade: substitution or complementarity?
Due diligence						
tasks and points						
	lecture synthesis, 3	lecture synthesis, 3	lecture synthesis, 3	lecture synthesis, 3	lecture synthesis, 3	lecture synthesis, 3
		consulting, 4	consulting, 4	consulting, 4	consulting, 4	consulting, 4
		Meeting investors, 2.5	Meeting investors, 2.5	leeting investors, 2	leeting investors, 2	Meeting investors, 2.
		quiz	quiz	quiz	quiz	quiz
Market entry tasks						
discussion		3	3	3	3	3
presence		1	1	1	1	1

rnationalization story, 3

Forum

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Gamified course – book of rules

Consulting, 4 points each

Preparing and presenting during the lecture some definition, theory, concept based on materials provided by the lecturer. Presentation should be minimum 5 minutes, maximum 15 minutes. Maximum 4 points depending on the quality of presentation (presentation should be clear and easy to understand for the students and teacher).

Meeting investors, 2.5 points each

You are to take a test (5 questions). Each correct answer is 0.5 points. Total points for each test is 2.5. Tests are done during first 5 minutes of each lecture.

Variety of MNCs, 8 points

Your task is to make infographics (more points) or write an essay (less points) about changing ways of internationalization of firms over time. If you manage it well the next would be to write about countries' changing policies towards FDI, international organizations steps towards regulation of MNCs activities/behavior, characteristics of emerging country MNCs, advantages and disadvantages of outsourcing. Maximum points you can collect is 10. Task is voluntary, available for players with at least 26 points by **30 October 2018**.

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Game Status	Number of Points (total to make 176)	Accomplished exam tasks (35 exam tasks in traditional final exam)	Guaranteed Grade	Benefits
Family firm	0-30	0	--	Ability to enter the game
Family firm	30-45	0	--	Ability to take "0" exam
Family firm	46-60	3	--	Ability to select Chinese MNC to describe in report (on 6th November)
Domestic player	61-80	5	--	Ability to do bonus task
Domestic player	81-99	7	--	Ability to buy absence at 1 lab (the cost is 20 points)
Exporter	100-110	10	Fair (3,0)	
Multidomestic MNC	111-115	15	Fair plus (3,5)	
Regional MNC	116-126	20	Good (4,0)[1]	
Born Global	127-142	25	Good plus[2]	
Global MNC	143-158	30	Very good[3]	

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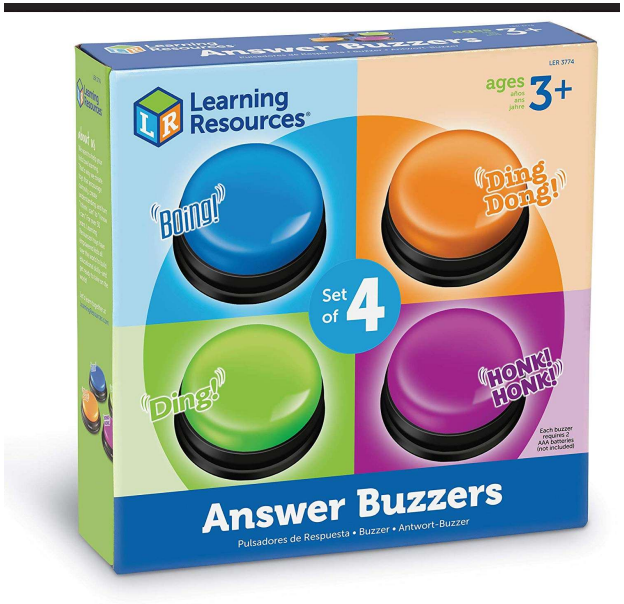
Gamification - tools

Websites, platforms (Kahoot!) etc.
Real objects
Discussing tasks during lecture/class – no need for internet
Answer buzzers – speed team work



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Thank you!

Q&A

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How to Train to Write for Academic Journals

Erasmus+ Capacity Building in Higher Education
Assessing and Improving Research Performance at South East Asian Universities

7.-11. 10. 2019, Chiang Mai University, Thailand

Juraj Nemec

Matej Bel University in Banska Bystrica, Slovakia

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Section	Purpose
Title	Specifying the core topic of the paper
Authors	Names and affiliations of authors
Keywords	Words other than those in the title that best describe the paper
Abstract	A stand-alone, short narrative of the paper
Introduction	Explaining why the paper was prepared. Explaining the problem, what is not known, the objective of the study.
Material and methods	Explaining how the study was done.
Results	Stating what the author(s) found.
Discussion	Explaining the meaning of the results and next steps to be undertaken. Interpreting the results and specifying future direction of research.
Conclusion	Stating possible implications of the research.
Acknowledgement	Acknowledging who helped and how and what the funding source of the research was.
References	Details of the papers cited are provided.
Appendices	Supplementary materials of research can be appended.

Introduction

Publish or perish!

After this project we should know:
a/ how to write for academic journals
b/ how to train in writting for academic journals

REPESEA source for this: training modules, applicable universally

Focus: Module 1

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Abstract

Abstract is a mini-version of the paper!

Abstract will usually be read by on average 100 times more people than the full paper

Be aware – journals have different rules for abstracts!!!

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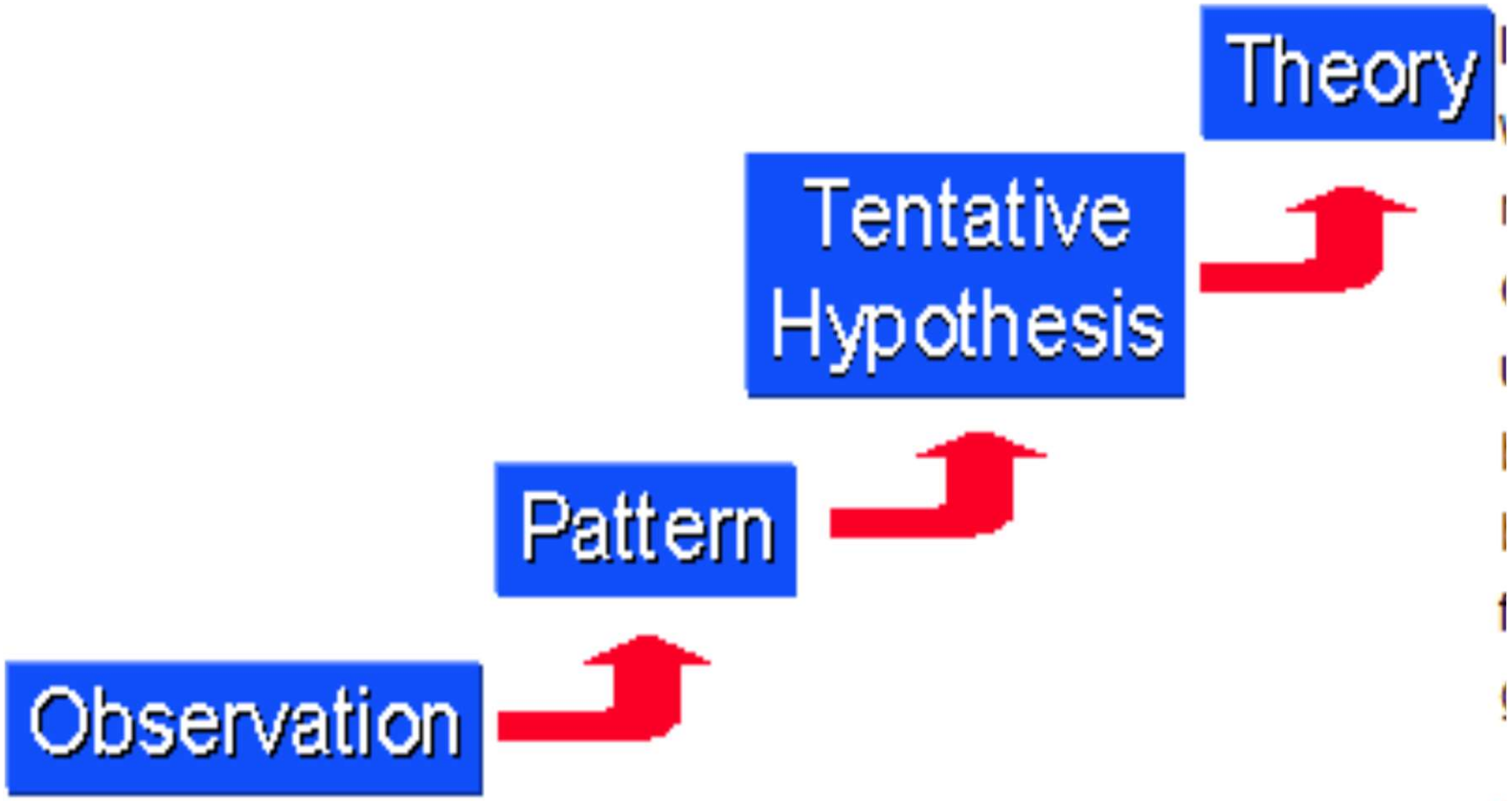
Abstract – induction



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Is this good abstract? Why?

Do pre-election polls influence citizens' engagement with political information?

This study investigates how pre-election polls influence voters' search for political information during national elections. Building on recent observational studies of the effects of poll results on voting preferences, we hypothesize that exposure to pre-election polls diminishes voters' engagement with political information. In an experimental online setup simulating a national election campaign, we expose a nationally representative sample of 745 participants to different levels of polling information. We then track the time that each participant spends searching for information about the listed candidates and parties prior to casting their vote. We find that high levels of exposure to pre-election polls, on average, reduces the time spent by voters on political information seeking. This finding is stable across levels of education and factual political knowledge. Our findings add to discussions of how pre-election polls shape voting behavior, and suggest that an extensive focus on polls during national elections may decrease political engagement.

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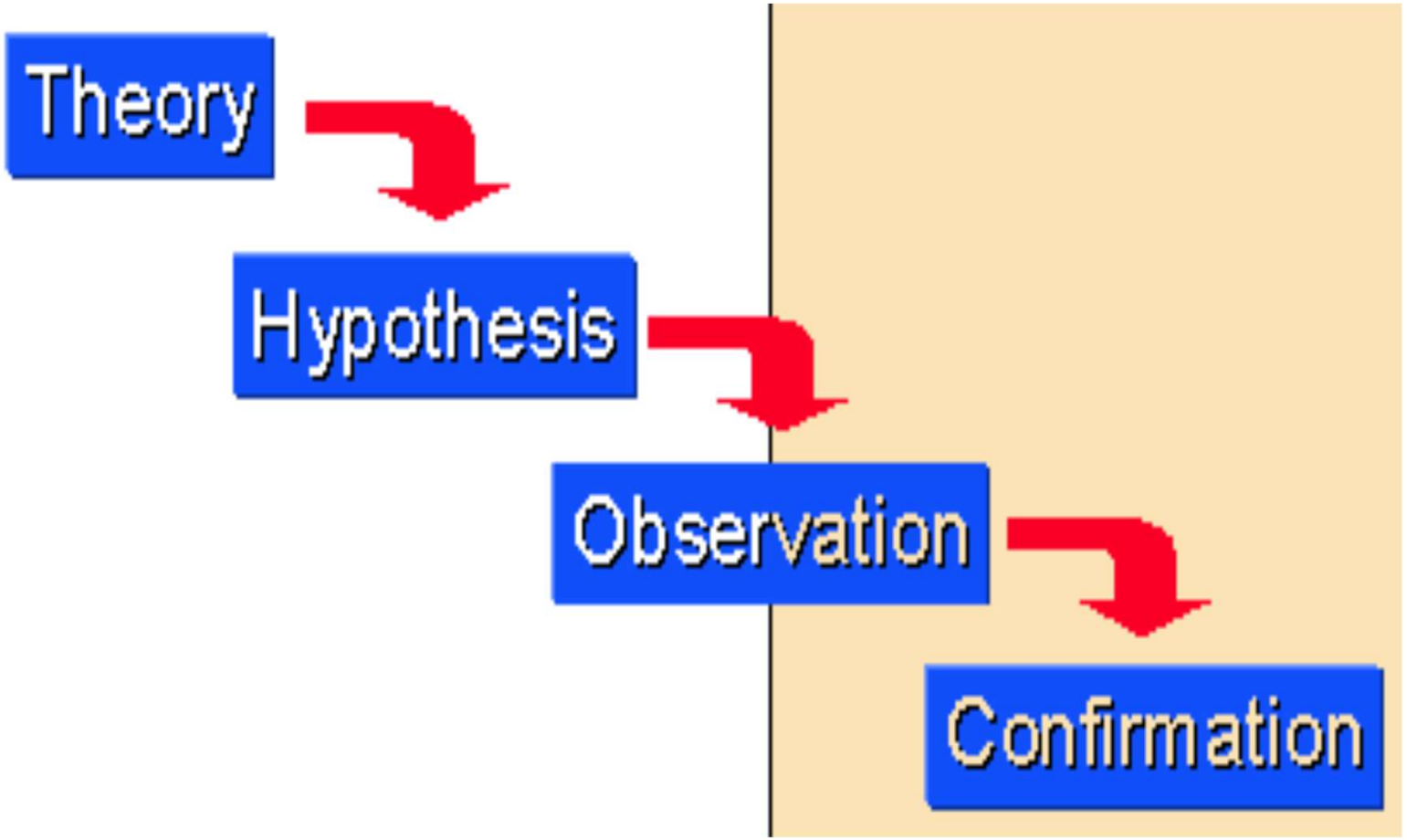
Abstract - deduction



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How to write abstract: your proposals

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Abstract

A typical structure for an abstract of a research paper

This paper describes/explores/explains/tests/ argues …..
Existing research/theory pointed to….
Based on a case-study/ interviews with…/ document analysis/survey/reassessment of ….this paper concludes …..
The outcomes point to….
This is relevant because ….

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The introduction

What is interesting about the paper?
What does this paper add to this discussion?

READER DOES NOW HAVE A GOOD IDEA OF WHAT IS COMING AND WHETHER THAT IS INTERESTING.

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How to write introduction: your proposals

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The introduction

Essence of the introduction

The relevance of the research

The goal of the paper

The research question to be answered

The sub-questions

The structure of the remainder of the paper

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Introduction: Order the texts

First give the relevance
Then give the goal of the paper
Proceed with the research question
Go on with the subquestions
Tell about the structure of the remainder of the paper

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Theory/literature review

Essence of the theory section in a research paper

Embedding of research in theoretical and/or empirical tradition
Description of relevant theory/theories and previous research
Point to merits of theory/theories
Point to empirical corroboration of theory/theories
Point to inconsistencies, uncertainties, lacking knowledge or data
Make the reader inquisitive to continue reading → create doubt
Convince the reader that the author(s) know what they talk about

NOW THE READER GETS THE IDEA:
THIS WRITER KNOWS WHAT (S)HE IS TALKING ABOUT
AND THE READER GETS DOUBTS
WHAT IS THE MOST USEFUL THEORY?
THE ARTICLE BECOMES INTERESTING

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Core goals for theory/literature review part

Getting an understanding of the literature/theory

Restructuring that overview in a coherent story applied to the problem at hand

Analytical work resulting in a hypotheses/conceptual model (if feasible)

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Methods/methodological part

Essence of the methods section in a research paper

Clarity about choices made by the author(s) in their research

Qualitative or quantitative, or combined?

Provide specifics of data gathering and analysis/the research design

Assessment of/reflection on the validity and reliability of the research

Give information about the fit between research-design and research question

Convince the reader that the research is adequately conducted

READER IS NOW CERTAIN THAT:
DATA ARE INTERESTING AND CAN BE USED TO ANSWER THE QUESTIONS POSED

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Possible structure of method section

Kind of method/research the reader can expect (quantitative, qualitative, mixed, literature review, case study, comparative analysis, etc.)

Assumptions, if feasible. Hypotheses/ research questions (if not comprehensively done in the introduction)

Data gathering/collection (description of case, who/when/where, selection choices of respondents/literature → criteria used, difficulties encountered and solutions therefore)

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Analysis

Shows the outcomes of the research (follow the research design from the methodology part!)

- You may give a brief summary of the previous sections including the research question
- Make it clear in the text how the contents of tables and figures are to be interpreted
- Give the exact meaning of axes, numbers, cells and figures
- Explicate the interpretation of tables and figures in the text
- Explicate the meaning of quotes and if possible their source
- Relate the outcomes to the research question
- Give a preliminary conclusion based on the findings
- Convince the reader that a novel, valid and reliable analysis has been conducted

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Discussion

Discussion: explains meanings and implications of the results of their research

- Elaborate on validity and reliability/limitations of the research, especially if quantitative analysis is used, on strengths and weaknesses of the presented study (sensitivity analysis, if appropriate);
- Show, how the results and interpretations agree, or do not agree, with the current knowledge on the subject;
- Explain the theoretical background of the observed results;

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Conclusions

Conclusions section should state well-articulated outcomes of the study and shall be based on the findings reported in the paper briefly suggest future lines of research in the area.

- Summarise (but do not repeate) main findings;
- Indicate the significance of the results;
- Suggest future research that is planned or needs the follow up;
- Deal with only the results reported in the study;
- Stay away from the generalizations and conjectures that are not substantiated by the results presented;
- Support each conclusion with adequate evidence;
- If feasible, draw (policy) recommendations.

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References

Each journal has its own rules: check the web

Be complete in relation to what is referred to in the text of the paper

Normally extra references, not visible in the text are prohibited

Some journals/most reviewers prefer to see their previous articles in the literature list/their works quoted!

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Useful hints for each part of a paper

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Abstract: NOTs

The Abstract should NOT contain:
Abbreviations or acronyms unless they are standard or explained;
References to tables or figures found in the paper;
Literature citations;
Any information or conclusions not presented in the full paper;
General statements;
Complex sentences.

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Abstract

Is the world limit respected?

Does abstract tell enough about value added of the paper and its core results?

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Introduction

Why is that goal relevant? Why is the paper written?
What does it add to the existing knowledge?
Why would a reader be interested?
What is the goal of the paper? What are the research questions?
How do you plan to answer your research question?
What will be the structure of the paper?

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Introduction

Is there a sentence ending with a question mark?

If not, try to formulate one

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Theory/literature review section

Give a brief history of the theory with the names of the scholars, references and some quotes
Give the main purpose(s) of the theory
Define the main concept(s)
Discuss how the theory developed and what are the results of others, if existing.
Come up with some expectations/hypotheses.

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It is vital for the researcher to know about the topic as much as possible

What theoretical approaches (concepts) there exist in the literature relevant to the research;
What relationships there are between the identified theoretical approaches;
What terminology has been established in individual theoretical approaches;
Who are „the key-players“ (authors – pioneers) in the relevant theoretical approaches;
What research methods have been used;
What research tools and techniques have been used;
Which research questions remain open and provide room for further enquiry and what the best ideas for further research are;
How the research has been conducted;
How the authors have interpreted the research data.

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Questions for the methods session: What?

What is the author you looking for?

What is the planned „process“?

What kind of information is collected?

What are the questions asked in the survey?

What is looked for in documents?

What is focused on in interviews?

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Questions for the methods session: : HOW?

How does the research design fit the theory and research questions?

How are data collected processed?

How are the consequences of problems encountered mitigated?

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Issues to be Avoided in a Research Methodology Section

Unnecessary definition of the concept that is explained in textbooks and understood by readers.
Irrelevant information that leads to information overload and overcrowding, hence will confuse the readers should be avoided.
Irrelevant details and too complicated background information should be avoided.
Any kind of the limitations of research methods conducted in the study, which should be presented in a separate section, normally, in the last section of the paper.
Researchers need to avoid plagiarism issues, highlight the contribution of others and distinguish their research from others' previous research.

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Analysis

Present the results simply and clearly;
Report only representative data; do not report large masses of data; annex long tables;
Discuss in the text only the most important findings shown in tables and graphs;
Include negative data, i.e. what was not found, only if it is useful for interpreting the results;
Refer in the text in an appropriate manner to tables and figures, and assign them sequential numbers;
Include only tables and figures that are necessary, clear, and worth including;
Avoid verbose expressions: e.g., instead of saying “It is clearly shown in Table 2 that the presence of tree canopy reduced light transmission to ground …,” say “Light transmission to ground was reduced by the presence of tree canopy (Table 2).”

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Exercise: review already written paper

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Papers for review

Effects of Progressive Taxation from the Micro- and Macroeconomic Perspective

Review: Read:

Testing Wagner's Law in Southeastern European Countries: Causality Analysis during the Period 2002-2017

Review: Read:

Open Information, Contract Management, Transparency and Ethical Standard: In local Government Units Contracting-out for Case Management Service Delivery

Review: Read:

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Papers for review

THE ROLE OF VALUES SYSTEM IN PROFESSIONAL ACTIVITY

Review: Read:

THE USE OF EXTERNAL LAW SERVICES IN THE PUBLIC PROCUREMENT REVIEW PROCESS IN SLOVAKIA AND CZECH REPUBLIC

Review: Read:

Moral ethics and public policy implementation in Nigeria's democratic setting since 1999: The case of anti-corruption crusade

Review: Read:

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