Co-funded by the European Union

BIP proposal

Title of BIP Project: How to Develop a Scientific/Research Article (Civil Engineering)?

Organizer of BIP	
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Department and/or Program:	Department of Civil Engineering and Geology (DECG)
Number of students in module:	20

Partner of BIP	
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Number of students in module:	6

Partner of BIP	
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Number of students in module:	12

Partner of BIP	
Name:	Inés Caballero
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Number of students in module:	1

Partner of BIP	
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Number of students in module:	1

ECTS credits
5

3. Language(s) of instruction at each institution
English, Portuguese
4. Primary language(s) of most students in each course
English
5. Language of student collaboration
English

6. Structure of BIP (virtual activity was after or before physical activity)
Before and after
Date of physical activity
27/05/2024 to 31/05/2024
Date of virtual activity
24/05/2024 and 03/06/2024
8. BIP project internationalised learning outcomes (1-3 only)

1. The learner can effectively identify the critical competencies necessary to produce a successful scientific research article in Civil Engineering. Through the structured steps presented during the course, students gain a deep understanding of the essential components, from formulating a clear research objective to ensuring methodological rigor, allowing them to produce articles ready for publication in international journals.
2. The learner can collaborate effectively in diverse, multicultural teams, applying appropriate team roles to achieve a common research goal. The course emphasizes the importance of teamwork in academic settings, where learners are equipped to navigate the challenges of team dynamics, leveraging each member's strengths, and overcoming communication barriers to produce cohesive scientific articles.
3. The learner demonstrates the ability to utilize advanced technological tools in the process of developing and refining a scientific article. Through exposure to evolving technological platforms, learners acquire the skills to manage references, structure documents, and optimize research dissemination using digital tools that enhance academic productivity in a global research environment.

9. BIP – online part. Short description of online part of BIP. How many meetings you planed? Was there any icebreaker/intercultural activities?

1. Icebreaker/Intercultural Activities: To foster a sense of community and ease communication between students from different cultural backgrounds, we initiated the first session with an intercultural icebreaker activity. Students were divided into small groups and asked to share their experiences related to scientific research within their respective countries, allowing them to compare perspectives and build rapport.
2. During these meetings, we introduced students to the core platform used for communication and collaboration: Zoom. A brief tutorial was provided to ensure all participants were comfortable navigating the platform. Additionally, we utilized Padlet, where students could collaboratively post their reflections and research progress, fostering a continuous exchange of ideas between online sessions.
3. Finally, participants were given general information about the partner universities involved in the program, enhancing their understanding of the diverse academic environments they would engage with during the course.

10. BIP – physical part. Short description of educational/intercultural/social activities.

The physical part of the BIP "How to Develop a Scientific/Research Article (Civil Engineering)" was designed to blend educational lectures, workshops, and intercultural exchange. It took place in Madeira and provided participants with a holistic learning experience, fostering both academic growth and social interaction.

Educational Activities

The program included a series of presentations and lectures from international experts in various civil engineering fields, such as communication strategies, hydrological risk, and life cycle assessments of building structures. The lectures not only provided deep insights into technical subjects but also focused on equipping students with the skills necessary to draft and publish scientific articles. Workshops led by experienced professors encouraged participants to apply their learning in practice, particularly focusing on the methodological and structural aspects of scientific writing.

Intercultural Activities

The intercultural dimension of the program was a key element. With participants from several countries, students were exposed to diverse perspectives and working methods in civil engineering. They engaged in discussions with faculty members from institutions such as the Rzeszów University of Technology (Poland), the Technical University of Ostrava (Czech Republic), the Klaipeda State University of Applied Sciences (Lithuania), the University of Madeira (Portugal), and others. These exchanges enhanced their intercultural competences, preparing them to collaborate on international research projects in the future.

Social and Recreational Activities

To complement the academic program, social activities were organized, allowing participants to explore Madeira's cultural heritage and natural beauty. Students enjoyed visits to significant local sites, including the “Museu da Baleia da Madeira” and a nature walk along the Levada do Caniçal. These activities promoted bonding among participants, fostering a collaborative and friendly atmosphere. Meals in local restaurants such as Restaurante Escondidinho and Clube de Golf Santo da Serra further facilitated social interactions in a relaxed environment.

The combination of academic rigor, intercultural exchange, and social activities made this BIP a unique and enriching experience for all participants, enhancing their competencies not only in scientific writing but also in teamwork and cross-cultural collaboration.

11. Description of the group project/tasks for participants.

As part of the Blended Intensive Programme (BIP) on "How to Develop a Scientific/Research Article (Civil Engineering)," participants were tasked with collaboratively developing a research article. The primary objective of the group project was to apply the knowledge acquired during the course and produce a scientifically sound and methodologically rigorous research article. This hands-on approach helped students refine their skills in civil engineering research and academic writing.

Group Project Structure

Participants were divided into multidisciplinary groups, each with members from different partner universities to encourage collaboration across cultural and academic backgrounds. This structure allowed participants to gain different perspectives and work collectively on key aspects of research article development. The tasks assigned to the groups followed the "ten steps to prepare a successful scientific/research article," which served as the foundational framework for their project.

Each group was assigned a specific topic within civil engineering to explore and develop into a research article. The topics were carefully selected to reflect current challenges in civil engineering, such as building foundations on organic soils, life cycle assessments of structures, or hydrological risk management. These topics aligned with the lectures presented by international experts during the program, ensuring that participants could apply lecture content to their group tasks.

Key Responsibilities

The tasks for the participants in each group included:

1. **Research Planning**: Groups first had to decide the purpose of their article based on the assigned civil engineering topic. They defined the scope, research questions, and hypothesis in consultation with faculty advisors.
2. **Collaborative Research**: Each group conducted research, collecting relevant data, analyzing findings, and discussing how to present their results. This step encouraged the use of scientific methods and collaboration to ensure the quality of the work.
3. **Drafting and Structuring the Article**: Groups were responsible for following the article structure presented in the course, ensuring that their document included essential sections like the abstract, introduction, methodology, results, discussion, and conclusion. This phase allowed participants to apply the "ten steps" they learned, such as ensuring methodological correctness and complementing the text with any missing parts.
4. **Revisions and Peer Review**: Once the draft was completed, each group participated in a peer-review process where they reviewed other groups' articles and provided feedback. This step was critical for improving the drafts and simulating the real-world process of scientific publishing, including dealing with editors and reviewers.
5. **Final Submission**: After multiple rounds of revisions, the groups finalized their articles for submission. The articles were assessed based on research quality, relevance of the topic, clarity, and adherence to scientific publication standards.

Outcome and Reflection

By the end of the program, each group had produced a complete research article, simulating the entire process from conceptualization to submission. The collaborative nature of the project fostered teamwork, enhanced intercultural communication, and developed participants' ability to produce high-quality research in the field of civil engineering.

This practical approach ensured that participants left the program not only with theoretical knowledge but also with concrete experience in developing and submitting a scientific article, an essential skill for their future careers in research and academia.

12. Resources students will use

In the context of the **Blended Intensive Programme (BIP)** focused on "How to Develop a Scientific/Research Article (Civil Engineering)," participants will rely on a variety of resources to ensure the successful completion of their scientific/research articles. These resources encompass templates, software, and professional guidance provided throughout the programme.

1. MDPI Water Journal Special Issue and Template

One of the primary resources is the **MDPI Water Journal**. The special issue titled "**Civil Engineering, Hydraulics and Hydrology**" provides the specific **instructions and formatting guidelines** required for the scientific articles. All participants are instructed to strictly adhere to the following resources:

- **Special Issue Information**: https://www.mdpi.com/journal/water/special_issues/YL3X777HG1
- **Article Template**: The template contains essential sections such as the introduction, methodology, results, and discussion. Students must follow the template to maintain consistency and meet publication standards. Instructions can be found in the link (https://www.mdpi.com/journal/water/instructions).

The use of these resources ensures that the article structure, formatting, and citation guidelines align with international publication standards. This is essential for students aiming to publish in scientific journals, as it streamlines the submission process and improves the article's chances of acceptance.

2. Zotero Reference Management Software

To assist with **citation management and bibliography generation**, students will use **Zotero**, a powerful tool for organizing research materials. Zotero allows participants to collect, organize, cite, and share research sources. By using this software, students can:

- **Store references**: Collect bibliographic data from various sources such as books, journal articles, and web pages.
- **Organize research**: Zotero provides a way to categorize references, making it easier to organize material by topic or project.
- **Generate citations**: Zotero can automatically generate citations in various styles, including APA, MLA, and the specific format required by the MDPI Water journal.

By integrating Zotero into their workflow, students ensure that their citations and references meet the precise requirements of the journal, thus avoiding common pitfalls in research article submission.

3. Lectures and Workshops

Throughout the BIP, participants will attend a series of **lectures** and **workshops** designed to provide them with the theoretical and practical knowledge required to complete their articles. These sessions are hosted by **experts in civil engineering and research** and cover topics such as:

- **Communication Strategies**: Understanding how to convey research findings effectively (Lecture 1).
- **Intercultural Competences**: How to navigate diverse academic environments and collaborate with international researchers (Lecture 5).
- **Research Methodologies**: Guidance on ensuring that articles are methodologically sound (Workshops conducted by Dr. Fabiano Côrte, Dr. Paula Canada, and Prof. Sérgio Lousada).

These lectures will not only equip students with the necessary technical knowledge but also improve their ability to work in **multidisciplinary teams** and produce research that is of high scientific value.

4. Technological Tools for Drafting and Submission

In addition to Zotero, students are encouraged to leverage **technological advancements** to enhance the drafting and submission process. These tools include:

- **Word processing software**: For drafting the article based on the MDPI template.
- **Plagiarism detection tools**: To ensure academic integrity and originality.
- **Statistical software**: For analyzing data and ensuring the accuracy of their results.

Through these resources, students will be able to execute all **ten steps** involved in preparing a successful scientific/research article, as outlined during the course.

In conclusion, the resources provided throughout this BIP—ranging from the MDPI Water journal template to the use of Zotero and other technological tools—ensure that participants are well-equipped to develop a high-quality scientific/research article in civil engineering. The combination of hands-on workshops, expert guidance, and digital tools fosters a robust learning environment, preparing students for future research endeavors.

13. Technology choices for online part and for pre- or post-collaboration

The Blended Intensive Programme (BIP) under Erasmus+ titled "How to Develop a Scientific/Research Article (Civil Engineering)" offers an invaluable learning experience tailored to equip students with the key competencies necessary to create high-quality scientific and research articles in the field of civil engineering. The course provides a blend of theoretical knowledge and practical applications, aiming to prepare students to navigate the intricate process of article development, from initial conception to submission for publication. This experience emphasizes not only the technical aspects of writing but also professional collaboration, teamwork, and modern etiquette in an academic context.

Technology Choices for Online and Pre-/Post-Collaboration

In the context of the BIP, students utilized a range of digital tools and resources to facilitate the creation and management of their scientific articles. The online portion of the program was conducted via **Zoom**, an essential tool for virtual meetings, enabling participants from different

locations to engage in discussions, lectures, and workshops. For instance, key sessions such as the introduction to the BIP and follow-up activities were hosted online through Zoom, providing an efficient platform for international collaboration and communication.

A significant resource provided to the students for drafting their scientific papers was the **template and general instructions** from the journal *Water*, which hosts a special issue for the participants. This specific template ensured that all submissions adhered to the high standards expected by scientific journals. Students were expected to format their articles in line with the instructions outlined on the *Water* journal's website (https://www.mdpi.com/journal/water/instructions), providing a structured approach to ensure uniformity and quality in submissions.

Moreover, students were introduced to the **Zotero** software, a powerful reference management tool that allowed them to efficiently manage citations and bibliographic data. Zotero enabled students to organize their research sources, integrate citations directly into their articles, and maintain accuracy in referencing, which is crucial for a high-quality scientific article.

Pre- and Post-Collaboration Tools

Prior to the course, students prepared by familiarizing themselves with the tools and templates, and learning how to access the journal's guidelines. The pre-collaborative phase involved individual preparation through reviewing the template and beginning initial research on article topics. This ensured that when students met during the BIP, they were well-prepared to engage in collaborative activities.

Post-collaboration tools and processes were equally important, as they involved refining the drafts through peer review and feedback sessions. In addition to Zoom, students utilized **Google Docs** and **Microsoft Word** for collaborative writing and editing, enabling multiple participants to contribute to the document in real time. This stage of the program focused on perfecting the articles through multiple reviews and editing, ensuring that the final submissions were methodologically sound and free from drafting flaws.

By combining these technological tools with expert guidance from international lecturers and mentors, students were able to navigate the complex process of scientific article development. The use of digital resources such as Zoom, Zotero, and journal templates, along with structured team collaboration, played a crucial role in achieving the goals of the BIP and ensuring the success of each student's scientific endeavor.

14. Description of how the collaboration task(s) are graded (common rubric/ formative or summative assessment)

In the context of the Blended Intensive Programme (BIP) under Erasmus+ titled *"How to Develop a Scientific/Research Article (Civil Engineering)"*, collaboration tasks were designed to be graded using a balanced approach involving both formative and summative assessments. The BIP aimed to equip students with the essential competencies required to successfully craft a scientific article, from understanding its purpose to submitting the final manuscript for publication.

Grading Methodology for Collaboration Tasks

The collaborative tasks within the BIP were assessed based on a **common rubric** developed in alignment with the program's objectives. This rubric emphasized key aspects of writing a research article in civil engineering, including:

1. **Research Relevance**: The student teams were expected to select topics that were both relevant and timely within the field of civil engineering. Their choice of research topic played a significant role in the grading, contributing to the understanding of real-world issues and the potential impact of their findings.
2. **Methodological Soundness**: The rubric placed high importance on the methodological rigor of the research. Teams were graded on their ability to design and implement sound research methodologies, ensuring that their work could withstand peer review in scientific journals. This included proper data collection and analysis techniques.
3. **Collaboration and Team Roles**: Students were also evaluated on how well they collaborated as a team. This formative assessment took into account the division of labor,

communication within the group, and the effectiveness of the collaboration throughout the research process. Regular feedback was provided to improve teamwork and cooperation.

4. **Use of Technology and Tools**: The grading rubric incorporated an assessment of the students' ability to leverage tools like **Zotero** for reference management and follow the submission guidelines for the journal **Water**. Compliance with the journal's template and guidelines (available at https://www.mdpi.com/journal/water/instructions), was crucial for grading.
5. **Writing Quality and Presentation**: The students were assessed on their ability to write clearly, cohesively, and in a scientifically appropriate tone. The rubric evaluated the quality of writing, including structure, grammar, and adherence to the journal's standards. The **"ten steps to prepare a successful scientific/research article"** were used as a foundation to ensure that all sections of the article, such as the introduction, methodology, results, and conclusion, were well-executed and met academic standards.

Formative and Summative Assessment

The BIP used a combination of **formative** and **summative assessments** to ensure a well-rounded evaluation of students' performance:

- **Formative Assessment**: Throughout the program, students received regular feedback on their progress. This was particularly evident in the workshops and team discussions facilitated by experts such as **Doctor Fabiano Côrte**, **Doctor Paula Canada**, and **Professor Sérgio Lousada**. Formative assessments were used to guide the students through the process of drafting their articles and refining their research methodology, ensuring continuous improvement.
- **Summative Assessment**: At the end of the program, a final assessment was conducted to evaluate the completed research articles. The summative assessment focused on the quality and originality of the research, the clarity of the writing, adherence to the submission guidelines, and the effectiveness of teamwork throughout the process.

Conclusion

In summary, the collaboration tasks during the BIP were carefully graded using a common rubric that focused on research quality, collaboration, adherence to guidelines, and writing skills. Formative feedback was integrated into the workshops to help students improve continuously, while summative assessments provided a final evaluation of their completed research articles. This blended approach ensured that students were well-prepared to submit their scientific work for publication in academic journals such as **Water**, following the guidelines provided and using tools like **Zotero** to manage their references effectively.

15. Description of student reflection

As part of the BIP, students participated in a series of workshops and lectures, which culminated in a synchronous wrap-up meeting to reflect on the entire learning process. During this session, participants were encouraged to reflect on their experience within the program and share their insights. The reflection took the form of a structured group discussion that followed two main parts.

Part 1, students shared personal experiences related to their favorite New Year celebrations. This icebreaker helped to build a more relaxed and personal atmosphere among participants from diverse cultural backgrounds, which facilitated deeper discussions later on. Many students reflected on meaningful celebrations they had with family and friends, highlighting special traditions from their home countries. This activity not only promoted team bonding but also opened the floor for sharing diverse cultural perspectives, fostering intercultural awareness, which is an essential soft skill in any academic or professional setting.

Part 2 of the reflection was more directly related to the academic objectives of the BIP. Students were asked to think about their experience during the program as if they were making "New Year resolutions." They reflected with their teams on what they learned and what worked well during the project (symbolizing what they would "take with them" into 2025) as well as what challenges they faced and what they would change if given the opportunity (symbolizing what they would "leave behind" in 2024).

The group reflections were shared on Padlet, a collaborative platform that allowed students to collectively contribute their thoughts and review others' perspectives. The use of Padlet ensured an open and continuous dialogue among students, encouraging them to be more introspective about their learning journey.

Individual Reflection

In addition to the group reflection, students were also tasked with individual reflections, which were carried out as part of their module requirements at their respective universities. This component was not graded as part of the BIP itself but was crucial in reinforcing individual accountability and personal growth throughout the program. Each student was encouraged to focus on their specific experience with the research article process, the roles they took within the team, the challenges they overcame, and how the skills gained during the BIP would apply to their future academic and professional work.

The individual reflections allowed students to take ownership of their learning and articulate how they would integrate the knowledge and skills acquired from the BIP into their academic journey. The reflection process reinforced key competencies such as academic writing, collaboration, and intercultural communication, while also encouraging students to address the personal challenges they faced, be it working within a team or navigating the complexities of civil engineering research.

The BIP "How to Develop a Scientific/Research Article (Civil Engineering)" was more than just a technical course; it was an opportunity for students to reflect on both their academic progress and personal development. The structured group and individual reflections provided a platform for students to critically assess their learning journey, solidifying their skills and preparing them for future research challenges. By integrating reflections into the learning process, the BIP ensured that students not only completed the course with the necessary technical skills but also with a deeper understanding of themselves as researchers and collaborators.

16. Was the grant sufficient for the students, for organizer?

Based on the context of the Blended Intensive Programme (BIP) "How to Develop a Scientific/Research Article (Civil Engineering)," held on the island of Madeira, the financial support provided appears to have been insufficient for both students and the organizing team. Several factors contribute to this conclusion, especially when considering the high costs associated with organizing such an event on an island that is not only geographically isolated but also renowned as a premium tourist destination.

Student Challenges:

For students from participating universities, including the **Rzeszów University of Technology**

(Poland), **Klaipeda State University of Applied Sciences** (Lithuania), **Universidad de Extremadura** (Spain), and **Slovak University of Agriculture in Nitra** (Slovakia), the costs of participating in the BIP are significantly higher than on the mainland of Europe. Air travel to Madeira can be expensive due to its remote location, with limited direct flights, often requiring costly stopovers. In addition to flight expenses, accommodation and food costs on the island are relatively high, given Madeira's status as a major tourist hub.

Madeira is recognized internationally as a popular tourist destination, which directly impacts the cost of living, accommodation, and services. Staying in hotels or rented accommodations during high tourist seasons, which often overlap with academic semesters, further strains the limited financial aid available to students through the Erasmus+ grant. Meals at restaurants or even self-catering options in such tourist-driven areas tend to be expensive compared to continental Europe, adding further financial burden on students.

Organizer Challenges:

From the perspective of the organizer, the financial constraints are similarly problematic. To make the BIP program appealing and beneficial, the organizers are compelled to offer a wide range of activities, which naturally increase the budget. The detailed agenda provided for the BIP on Madeira includes not only academic sessions but also a variety of social and cultural activities, such as visits to historical sites, guided nature walks, and dinners at local restaurants. These activities are crucial for fostering intercultural exchange and engagement among students and lecturers but come at a substantial cost.

For example, the program includes multiple off-campus activities, such as a lunch at the **Clube de Golf Santo da Serra**, a tourist visit to the **Levada do Caniçal**, and several lunchs and dinners at **Restaurante Escondidinho**, all of which are located in premium areas of Madeira. While these excursions offer significant value in terms of cultural immersion, they also require significant financial resources, which may not have been fully covered by the available grant.

Moreover, the organizers must ensure the presence of international lecturers and speakers, whose travel and accommodation costs are an additional financial burden. The participation of professionals from countries like **Romania**, **Slovakia**, and **Ukraine** highlights the international scope of the event, but with it comes the challenge of funding their involvement adequately. Without proper financial backing, maintaining the quality and diversity of such an event becomes a challenge.

In conclusion, the current level of financial support provided to both students and the organizer seems inadequate given the geographic location and the nature of the BIP on the island of Madeira. The high travel costs, combined with the elevated prices of accommodation and meals, make it difficult for students to participate fully without financial strain. Simultaneously, for the organizers to continue offering high-quality programs that include both educational content and enriching extracurricular activities, an increased budget is necessary.

It is strongly recommended that future editions of the BIP consider maximizing the available financial support to cover the increased costs associated with holding the event in a high-tourism area. This could include negotiating special rates for accommodation and meals, securing additional local sponsorships, or increasing the baseline grant for students to ensure broader and more equitable participation. Additionally, more strategic financial planning is needed to continue providing the range of activities that make the program not only educational

but also culturally enriching.

17. Lessons learned (feedback from teachers and administration staff)

The Blended Intensive Programme (BIP) on "How to Develop a Scientific/Research Article (Civil Engineering)" hosted in Madeira, Portugal, provided participants with invaluable insights into the writing and publication process of scientific research. The course was structured to not only equip students with the technical skills needed to produce high-quality research but also to emphasize the importance of teamwork, professional etiquette, and the effective use of technological tools, such as Zotero for reference management.

Key Lessons and Feedback

1. **Initial Set-Up and Technical Challenges**: The BIP commenced with some technical difficulties during the online sessions. Students from various universities such as the Rzeszów University of Technology (Poland), Klaipeda State University of Applied Sciences (Lithuania), Universidad de Extremadura (Spain), and the Slovak University of Agriculture in Nitra (Slovakia) joined via Zoom. While some students connected individually, others participated as groups, which led to sound and communication issues in breakout rooms. These problems hindered initial collaboration, particularly during the icebreaker activity. For future programs, it is recommended that clearer guidelines and uniform participation setups be established to foster more effective collaboration from the outset.
2. **Collaborative Tools**: One of the most positive aspects of the program was the use of Padlet, which greatly facilitated collaboration among students. The platform allowed students to share their ideas and view the contributions of academic staff in real time, which enhanced transparency and engagement. This tool proved to be an effective way to encourage participation and keep the students actively involved in the course.
3. **Cultural and Academic Exchange**: Despite the overall success of the program, a missed opportunity was the failure to capitalize on the diverse local contexts of the participants. While the academic staff expected students to collaborate using insights from their home universities' research environments, this expectation was not clearly communicated. Consequently, students did not leverage the potential of cross-cultural and cross-disciplinary collaboration. In future iterations of the BIP, it would be beneficial to explicitly highlight the advantages of incorporating local expertise into collaborative research.
4. **Time Constraints**: Another key lesson learned from the program was the challenge of time management. The program duration of four weeks was found to be insufficient for students to fully engage with the icebreaker activities, build trust among team members, and complete their research assignments. Extending the duration to at least five weeks would provide students with more time to develop stronger working relationships and produce higher-quality research articles.

Positive Outcomes and Successes

1. **Enhanced Collaboration**: Despite initial challenges, students ultimately succeeded in working effectively as a team. As the program progressed, many students reported that they felt more comfortable collaborating in breakout rooms, and by the end of the program, they had established strong working relationships with their peers. This collaboration not only improved the quality of their final research articles but also fostered intercultural understanding among students from different academic and cultural backgrounds.
2. **Improved Research Writing Skills**: Feedback from both teachers and administrative staff indicated that students showed significant improvement in their scientific writing skills. By following the "ten steps to prepare a successful Scientific/Research Article," students gained a clearer understanding of the structure and requirements of academic writing. This structured approach, combined with practical exercises, helped them produce well-organized and methodologically sound research articles.
3. **Successful Use of Technology**: The use of tools such as Zotero for reference management was a major success. Students quickly adapted to using this software to organize their references and manage citations, which streamlined the writing process. This practical skill

will be highly beneficial for their future academic careers, as efficient reference management is a key component of producing publishable research.

Financial Challenges and Recommendations

One of the most pressing issues faced during the BIP was the limited financial support for both students and the organizing staff. The high costs associated with traveling to Madeira, coupled with the expensive accommodations and dining options in this popular tourist destination, placed a significant strain on the program's budget. For students coming from various parts of Europe, including Poland, Lithuania, Spain, and Slovakia, the cost of flights alone was a major concern. Furthermore, organizing an attractive BIP on an island like Madeira requires additional investments in local activities and cultural excursions, such as the guided tours and nature walks included in the program agenda. These activities, while enriching the student experience, also contributed to the overall cost of the event.

To address these financial constraints, it is crucial that future BIPs seek increased funding from Erasmus+ or other relevant bodies. This will ensure that students can fully participate without being burdened by excessive travel or accommodation expenses. Moreover, enhanced financial support would allow the organizers to offer a wider array of cultural and academic activities, making the BIP more attractive and accessible to a broader range of students.

In summary, the BIP on "How to Develop a Scientific/Research Article (Civil Engineering)" was a valuable experience for all participants, offering important lessons on collaboration, time management, and the challenges of international academic programs. Despite logistical and financial hurdles, the program yielded several positive outcomes, including improved collaboration, enhanced research writing skills, and successful use of technological tools. With better financial support and clearer guidelines, future BIPs can further enhance the student experience and academic outcomes.