

BIP proposal

Title of BIP Project: How to organize a Blended Intensive Programme

Organizer of BIP	
Name:	Lenka Heczko, Petra Hranicka, Karel Hlavacek, Ales Lokaj
Institution, City, Country:	VSB-Technical University of Ostrava
Department and/or Program:	Faculty of Economics
Number of students in module:	16 (12 registered in Beneficiary Module – NOT FINANCED FROM ERASMUS - BIP)

Partner of BIP	
Name:	Dagmara Mika
Institution, City, Country:	University of Bielsko-Biala
Number of students in module:	4

Partner of BIP	
Name:	Diana Rokita Poskart
Institution, City, Country:	Opole University of Technology/Politechnika Opolska, Poland
Number of students in module:	1

Partner of BIP	
Name:	Attila Simay Endre
Institution, City, Country:	Károli Gáspár University of the Reformed Church in Hungary, Budapest, Hungary
Number of students in module:	3

Partner of BIP	
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Name:	Sergio Lousada
Institution, City, Country:	University of Madeira, Funchal, Portugal
Number of students in module:	1

Partner of BIP	
Name:	Jozef Orgonas
Institution, City, Country:	University of Economics in Bratislava, Slovakia
Number of students in module:	1

Partner of BIP	
Name:	Bogdan Fleaca
Institution, City, Country:	Politehnica Bucurest, Romania
Number of students in module:	1

Partner of BIP	
Name:	Pawel Smolnik
Institution, City, Country:	Politechnika Czestochowska, Poland
Number of students in module:	2

Partner of BIP	
Name:	Brechtine Detmar
Institution, City, Country:	AUAS Amsterdam, Netherlands
Number of students in module:	1

Partner of BIP	
Name:	Rabia Balci
Institution, City, Country:	Amasya university, Turkey
Number of students in module:	1

Partner of BIP	
Name:	Yusuke Matsuzawa
Institution, City, Country:	Bunri University, Japan
Number of students in module:	1

ECTS credits
0, participants were only staff/teachers

3. Language(s) of instruction at each institution
English, Slovak, Czech, Dutch, Portuguese, Polish, Hungarian
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)
After

Date of physical activity

16/10/2023-20/10/2023

Date of virtual activity

27/10/2023

8. BIP project internationalised learning outcomes (1-3 only)

What is BIP? Short introduction of the programme, practicalities and tricky issues when organizing BIP. Experience from practice.

Practical issues from the point of view of an administrator (International Office). Being a partner and being a coordinator of BIP – what's the difference.

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

The online component of the event was conducted following the in-person sessions, serving as both a feedback gathering exercise and a colloquium to further discuss key takeaways. During this segment, participants were invited to engage actively and provide their insights by completing detailed online evaluation questionnaires. This approach aimed to collect valuable feedback on various aspects of the event, ensuring a comprehensive understanding of participants' experiences and perspectives.

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

The social programme was thoughtfully designed to foster connections and provide participants with an immersive cultural experience. It began with a warm welcome speech followed by a delightful lunch, creating an inviting atmosphere for all attendees. Participants then enjoyed a guided walking tour through the city center, offering a chance to explore the local architecture, history, and charm firsthand.

An exciting ice hockey match, featuring teams from VSB-TUO and the University of Ostrava, added a thrilling and competitive edge to the programme, showcasing a popular local sport and encouraging camaraderie among attendees. To further enrich the cultural experience, a visit to the theatre was organized, allowing participants to appreciate the local performing arts scene. In addition to these activities, a creative icebreaking session brought everyone together in a fun and collaborative “all together cooking” event. This activity not only encouraged teamwork and interaction but also provided a relaxed and enjoyable setting for participants to bond and share experiences. The social programme successfully combined cultural exploration, entertainment, and team-building opportunities, making it a highlight of the event.

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

As part of the interactive segment of the programme, participants were organized into teams, fostering collaboration and the exchange of diverse ideas. Each team was tasked with a comprehensive and creative challenge: to design their own Blended Intensive Programme (BIP). This task required them to consider all aspects of planning, including developing an engaging icebreaker activity, curating the main content of the programme, and proposing complementary social activities that would enhance participant engagement and cultural exchange.

The activity aimed to simulate the real-world process of designing a multifaceted educational programme, encouraging participants to think critically, work collaboratively, and innovate. Teams were given a structured timeline to brainstorm, develop, and finalize their proposals, ensuring each aspect of their BIP was thoughtfully considered and aligned with the project goals.

At the conclusion of the task, each team delivered a formal presentation of their BIP proposal. These presentations highlighted the creativity, practicality, and diversity of approaches adopted by the teams. The session concluded with an open discussion, allowing teams to receive constructive feedback, exchange perspectives, and refine their ideas based on insights shared by peers and facilitators. This collaborative exercise not only enhanced participants' planning and presentation skills but also provided an opportunity to engage deeply with the principles of effective programme design.

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12. Resources students will use

Material given by the teacher, presentation, BIP guide

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

Email, whatsapp, MS Teams

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

Oral Evaluation of the presentation and common discussion

15. Description of student reflection

Participants expressed high levels of satisfaction and gratitude for the wealth of information shared throughout the programme. Many emphasized their appreciation for the opportunity to engage directly with fellow attendees, valuing the meaningful discussions and exchanges of ideas. The chance to spend time together in a collaborative and supportive environment was frequently highlighted as a key benefit, as it facilitated the exploration of potential future partnerships and cooperation.

This sense of community and shared purpose not only enriched the overall experience but also laid the groundwork for fostering lasting connections and professional networks. Participants consistently noted that these interactions were among the most rewarding aspects of the event, enhancing both their personal and professional growth.

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

From the organizer – even if we received the minimum required number of participants, we were not able to have them all registered in the Beneficiary Module and therefore we were not financed from the Erasmus programme grant. So we had to search for another alternative way of financing – that can be a trouble, when you pay everything in advance and at the end you do not receive the financial support. This is also one of the lessons learnt – have the participants in the Beneficiary Module before you start the physical activity.

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

Blended Intensive Programme (BIP), a novelty within the Erasmus programme, which was attended by 16 foreign guests. At the workshops dedicated to the organisation and preparation of their own Blended Intensive Programme, the participants not only learned the rules of preparing such programmes, but also had the opportunity to hear the experiences and tips of guests who had already organised the programme.

Colleagues of doc. Ing. Barbara Vojvodíková, Ph.D. (IURS - Institute for Sustainable Settlement Development), Mgr. Marcela Maturová (Faculty of Civil Engineering, VŠB-TUO) and Ing. Mgr. Iva Tichá, Ph.D. (University of Ostrava).

At the end of the workshops the participants prepared their own BIP, which they presented to others. The workshops provided the participants not only with a detailed overview of what the organization of such a program involves, but also with the opportunity to establish contacts and cooperation with like-minded colleagues.

