

BIP proposal

Title of BIP Project: Project and Grant Management – From Theory to Practice

Organizer of BIP	
Name:	Lenka Heczko, Lukas Melecky, Michaela Stanickova
Institution, City, Country:	VSB-Technical University of Ostrava
Department and/or Program:	Faculty of Economics
Number of students in module:	18 (17 registered in Beneficiary Module)

Partner of BIP	
Name:	Iliana Keli
Institution, City, Country:	NEAPOLIS UNIVERSITY, Pafos, Cyprus
Number of students in module:	Unfortunately was not able to send students

Partner of BIP	
Name:	
Institution, City, Country:	Opole University of Technology/Politechnika Opolska
Number of students in module:	4

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:	1

Partner of BIP	
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Name:	Evita Miščuka
Institution, City, Country:	Riga Technical University
Number of students in module:	4

Partner of BIP	
Name:	Ernest Nowak
Institution, City, Country:	Akademia Nauk Społecznych i Medycznych w Lublinie Akademia Nauk Stosowanych
Number of students in module:	5

Partner of BIP	
Name:	Monika Medikiene
Institution, City, Country:	KAUNO TECHNOLOGIJOS UNIVERSITETAS
Number of students in module:	2

Partner of BIP	
Name:	Julija Slysz
Institution, City, Country:	Uniwersytet Przyrodniczy w Lublinie
Number of students in module:	1

Partner of BIP	
Name:	Katarzyna Cierniewska-Grudzień
Institution, City, Country:	Politechnika Łódzka
Number of students in module:	1

ECTS credits

5

3. Language(s) of instruction at each institutionEnglish, Lithuanian, 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

14 - 19 January 2024

Date of virtual activity

23/01/2024

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

Course outline (basic):

- Theoretical minimum of project (basic terminology of project management).
- Institutionalisation and standardisation of project management.
- Grant sources and co-financing of projects from European sources.
- Grant and funding opportunities for PhD students and postdocs.
- Most commonly used methodologies and tools in project identification and planning.
- Identification of a project (initiation, launch, examples of good practice).
- Planning a project (planning processes, cultural influences and impact on planning, planning time, resources and financial aspects of a project, good practice examples).
- Working with project documentation templates (e.g., project proposal/grant proposal, Statement of Work, Project Logframe, WBS, OBS, RACI matrix, Gantt Chart, etc.).
- Soft skills and social issues related to project preparation and planning – working with people, working in teams (project manager, project team, project role, teamwork, team communication, meetings, communicating and working tools, workspace, etc.).

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

Online part was held after the physical part as a feedback and colloquium.

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

Project and grant management via contemporary methodologies, principles and tools applied in a global international environment. Innovative techniques, tools, and templates used globally in project management based on PMI, IPMA and PM2 (European Commission) standards and methodologies. The theoretical and methodological part pays particular attention to the projects' initiation and planning in various thematic areas, including the financial aspects. The practical part is devoted to practical skills and experience from the project initiation and planning phase and includes case studies and examples of good practice.

The content of the BIP was planned in the way that students after participating in this winter school will be familiar with the basic terminology of project management; understand project management philosophy and core phases and processes; able to characterise the basic standards of project management; understand the managerial, cultural, and social aspects of project preparation, able to orientate in the basic principles, methods and techniques of preparation and planning of the project as well as in financial aspects of the project; interpret project structure requirements; explain the contents and steps in project identification and planning; apply project management techniques, documentation templates and tools for project preparation and planning.

Students got the theoretical background of the project and grant management and worked on their own project proposal including the project documentation, decision on the financial matters, promotion etc.

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

Students got the theoretical background of the project and grant management and worked on their own project proposal including the project documentation, decision on the financial matters, promotion etc.

12. Resources students will use

Material given by the teacher

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)

Given point scale

15. Description of student reflection

Students provided positive feedback on the *International Winter School on Project and Grant Management* (IWS PGM) course programme. Participants appreciated the following aspects of the course:

1. **Systematicity of the lecturers' explanation:** students praised the clear structure of the course, which gradually linked the theoretical basics of project and grant management with practical applications and case studies. Each day had clearly defined objectives, making understanding the topics easier.
2. **Practicality of the content:** students appreciated the opportunity to work with accurate templates and tools for preparing project documentation, such as Gantt charts, Logical Framework Matrix or RACI matrix. This approach allowed them to better understand how to apply theoretical concepts in practice.

3. **Teamwork:** the students appreciated the international composition of their teams, which allowed them to develop intercultural skills and teamwork, which was seen by all teams as beneficial, also for their future careers.
4. **Social programme:** the accompanying activities, such as the planetarium excursion and two informal evenings, created a pleasant atmosphere and encouraged networking among the participants.
5. **Organisation of the course:** Students emphasized the high level of organization of the course and the support from the lecturers and the organizational team.

Areas for improvement:

- Some participants mentioned that the accompanying social programme was too demanding at times, which affected their concentration during the intensive teaching blocks.

Overall, the course was evaluated as beneficial and inspiring, meeting the participants' expectations and contributing to their professional and personal development.

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

Based on the data provided by the International Office (EKF VŠB-TUO) and the context of the course programme, the grant awarded under the Blended Intensive Programme (BIP) was evaluated as follows:

The perspective of international students:

- **Adequate support:** the grant covered key expenses such as accommodation and travel costs in the opinion of most students, ensuring that students could concentrate fully on their participation without financial worries.
- **Feedback:** most students expressed satisfaction with the financial support provided. They appreciated the free participation structure and stressed that they did not incur any significant additional costs during the programme.

The organisers' perspective:

- **Effective use:** The grant was sufficient to cover the course's logistical needs, including the provision of space, teaching materials, and related administrative costs, as well as funding for the accompanying social programme.
- **Sustainability of the programme:** although the grant was sufficient for current operations, the organisers mentioned the need for careful budget planning given the extensive programme schedule and diverse activities.

Conclusion:

Funding was judged to be adequate to achieve the goals of the students and the organizing team, ensuring a quality educational experience without financial barriers.

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

Feedback from lecturers and the administrative team (backstage)

Positive aspects:

- **Padlet as a communication platform:** The students appreciated the communication platform "Padlet—visual collaboration for creative work and learning" as an effective tool for communication and collaboration between participants, lecturers, and the organizational team (backstage). Padlet's user-friendly interface facilitated information sharing and team interaction.
- **Diversity of project teams:** Mixed teams composed of participants from different nationalities, countries, and universities were a great asset. They enriched discussions, promoted knowledge sharing, and contributed to intercultural understanding among participants.

Areas for improvement:

- **Demanding side programme:** although it was appreciated for its content and networking opportunities, it was considered too intense. This led to participant fatigue, which may have affected their concentration during the learning sessions.
- **More time to prepare student projects:** participants expressed the need for more time to prepare their projects. More time would allow for more thorough work and deeper engagement with the content of the projects.
- **Choice of meals (lunches) in the university canteen:** Some participants pointed out the need for a different selection of lunches to provide meals in the university canteen. Thus, a greater variety and quality of meals could help improve the course's overall impression.

Conclusion:

Feedback shows that the course effectively used innovative tools and promoted diversity. By adjusting the intensity of the accompanying programme and allowing more time to prepare the final student team projects, the overall experience of the students and the organising team could be further improved.

