*Lesson 5: Oral presentations*

<u>*Learning outcomes:*</u>

LO#5 - The student can creatively elaborate and design a research plan adapted to a different research discipline (social sciences, economic sciences, natural sciences)

LO#11 - The student is committed to find a balance between assertiveness and cooperation in the course of teamwork in research as a leader and as team member.

LO#12 - The student is open to perceive and accept the diversity of cultural and social context of research systems and practices.

LO#13 - The student is open for different research methods and is committed to finding consensus in an interdisciplinary research setting.

LO#14 -The student endeavours to understand the interests and aspects of the different stakeholders and is ready to consider them in the research process.

During the lessons in Module 1, the students will be asked to develop their own ideas about a research question or to work with an already funded research project (the teacher will define it according to the level and interest of the students). Depending on that, the project to be developed and presented in Module 1 and Module 2 can have the following frame:

**OPTION 1: Research project** - the students will continue to work on their own ideas aiming to transform them into a work plan that can become part of a project proposal to submit to a funding application. The idea is to set the grounds for a realistic project proposal by building from ideas into concrete action

**OPTION 2: Action project** - The students act as research managers and use their own ideas to plan a research management activity they would like to perform (example: to find a group of suitable funding calls for researchers to apply in a particular area, to set system to regularly inform researchers about funding opportunities, to analyse policy on open science and propose a strategy for action, other)

**OPTION 3: Career project** - The students act as potential applicants for job in RMA areas and use their own ideas to build a portfolio and present themselves in the job market

**Communicate your research findings to different audiences**
When communicating your research results it is important to consider varied audiences, both academics and non-academics. Writing in a comprehensible way to readers with different levels of expertise is keen to reach more audiences and improve the impact of your research findings.

1. <u>Consider the broad spectrum of audiences:</u>
   a. Scientific community (researchers, reviewers for a grant proposal or article);

b.  Policy stakeholders (legislators, professionals working in government institutions);
c.  Civil society (general Public; members of non-profit organizations).

2.  Tailor your writing and presentation to the audience:
    a.  Before writing look for the requirements of your purpose, i.e. journal article, conference, call for applications
    b.  Translate your results to show how they apply to real-world issues of interest to your target audience (Miller, 2007).

**Writing your research proposal**

Preparatory tasks:

1.  Outline your research according to the purpose of your writing: map the structure of your proposal with the necessary information per section (according to the organization's proposal guidelines)
2.  Talk to previous grant holders of the programme/call you are applying to learn more about the process and successful tips (Vieira, 2020)
3.  Think about your audience:
    a.  learn more about who will be the reviewers of your proposal (scientific reviewers, staff from the funding agency, programme professors...)
    b.  align your proposal with programme's/agency's mission
4.  Examine sample proposals from your department, peers, and/or the organization.

**"Common elements of Grant Proposals" by Katy Vieira (2020)**

| **Short Overview** (i.e. "abstract" or "executive summary") | Here you present the most important elements of your proposal in as few sentences as possible. For longer proposals, you might be able to use a full page for this overview, but for other proposals, you might have to condense it to just one paragraph. Either way, make sure that you answer:<br>• What is the purpose or goal of your project, the need you're addressing, or the problem you're solving?<br>• What are the expected outcomes of your project, and how will you achieve them?<br>• How will you assess or verify the success of your project?<br>• Why is your project important?<br>• Briefly, who are you? |
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| **Tips:** | The first sentences are key to catch the interest of your audience. You can use different techniques:<br>    i.   Bold sentences<br>    ii.   A question or quote<br>Include the definitions of concepts when necessary. |

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| **Examination of a Need or Problem** (i.e. "statement of need," "problem statement," "statement of problem," "needs assessment," or "literature review") | Your project is important because it is responding to a gap in resources, knowledge, or opportunity that really needs to be filled. In order to establish the value of your project, you need to clarify the need or problem that your project responds to. Early in your proposal, make sure that you establish the context of this problem (i.e., the background). If this problem affects a particular population, describe that group of people. Include data if appropriate. Particularly for academic grants, this examination may take the form of a short literature review clarifying that you've read extensively on this topic and understand your project's scholarly context and significance.<br>But even for academic grants it's important to clarify why this project will make a wider, positive impact and not just how it will answer a specific academic question. |
| **Description of Your Project** (i.e. "project narrative"; "project goals, objectives, and methodology"; or "strategies and tactics") | Now that you've established a need for your project, you have to describe your project. Make sure you answer these questions:<br>• What are the goals of your project or your research questions?<br>• What are the goals of your project?<br>• What will your project's outcomes be?<br>[As with many other kinds of outcomes, grant proposal outcomes should be SMART—specific, measurable, achievable, realistic, and timely.]<br>• How are you going to achieve those outcomes? What methods will you use?<br>• How will you measure or recognize your project's achievements?<br>• How can you be sure that your project will productively respond to the need or problem you have identified?<br>• What will the timeline for your project be?<br>Several of these questions focus on the impact your project will have. Delineating the impact is important because funders want to see that you've clearly established the realistic benefits of your work along with how you plan to verify and assess your achievements. |
| **Tips:** | Use introductory sentences to guide the reader and maintain a logical flow of ideas (Miller, 2007) |
| **Budget** (i.e. "resources") | For grant proposals you are asking for funding or other support, you need to clarify just what you're asking for and why you are asking for particular amounts. Budgets are often formatted in tables and figures. Each amount should be clearly labelled, and you might need to directly follow your budget with a justification statement explaining why each cost, material, and equipment is valid, reasonable, and important for your project. |

| Conclusions | Write separate or sections paragraphs per research questions (Miller, 2007)<br>Suggest future research |
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**Final Revisions:**
- Ask for a peer you trust and people from different scientific areas to revise your proposal.
- Re-read to avoid repetition,
- Double-check the Bibliographic references properly citation, reference requirements

**Bibliographic references:**

- Kate Vieira. (n.d.). *Planning and Writing a Grant Proposal: The Basics*. The Writing Center. Retrieved 11 January 2021, from https://writing.wisc.edu/handbook/assignments/grants-2/
- Locke, L. F., Spirduso, W. W., & Silverman, S. J. (2007). *Proposals that work: a guide for planning dissertations and grant proposals* (5th ed). Sage Publications.
- Miller, J. (2007). Presenting Quantitative Research Results. In G. Miller & K. Yang (Eds.), *Public Administration and Public Policy* (Vol. 71). CRC Press. https://doi.org/10.1201/9781420013276.pt8