Lesson 7: Oral presentations

Learning outcomes:

LO#3 - The student can understand and contextualise European research funding frameworks and main European funding programmes and schemes to support research and innovation activities (e.g. Horizon Europe) and to identify synergies between funding schemes.

LO#6 - The student is familiar with the general process and principles of evaluation and assessment criteria of research proposals: what do funding agencies prefer, what they dislike, vocabulary required, how to interpret what is required in a specific call, aspects meaning advantage in the context of EU funded calls.

LO#7 - The student can analyse a given European call for funding from the perspective of its underlying policy (need for the call) and proposal (goals, activities, and expected outcomes and impact).

LO#8 - The student is able to recognize the main components of a funding proposal and link them to the evaluation criteria of a given call for funding.

LO#9 - The student is able to draft a funding plan (a) in line with the institutional strategy of the organisation (b) that addresses external and internal drivers of policy and strategy, c) adjusted with the specific evaluation and assessment criteria, preferences of research calls (of the funding organisations).

LO#13 - The student can discuss and formulate arguments and confront opinions in the context of real cases of scientific policies.

LO#14 - The student can effectively communicate, negotiate terms and persuade different target audiences including policy makers for programme bodies, senior management of research institutions, research managers, and researchers.

LO#18 - The student is able to accept others' views, and work together to provide the necessary support for the proposal's preparation.

LO#19 - The student is critical regarding his own work and that of others taking on a constructive attitude.

LO#20 - The student takes responsibility for its own work.

In this lesson the student (or group of students) represents the Principal Investigator of a research proposal, or the main proposer of the other types of projects, to present his/her proposal to a given target entity (Stakeholder) in order to convince them to join the project as member of the team, as a partner of the consortium, or as a funder/sponsor of the project, or any other goal that is suitable for the specific project that must be defined beforehand.

The presentation should explain the goals of the project in simple, clear and engaging terms, stressing the benefits and features of the project but also explaining potential limitations. Each presentation should last 5 minutes maximum. Students can use any presentations tools available (e.g., power point, videos, pools, etc) in order to do the presentation.

Stakeholders can be one of the following options:

- Company working in the field of the project
- Non-Governmental organization working in the field of the project (e.g. consumers association, patient association)
- Public administration entity related to the field of the project
- Social Sciences & Humanities researcher
- Natural sciences researcher

The interests of each of these different stakeholders should be explained beforehand.

The student/group of students impersonating the stakeholder entity should also react to the oral presentation by posing questions or providing comments to the project presented,

The presentations will be evaluated according to predefined criteria, specific for the type of project:

OPTION 1: Research project - The students act as researchers and use their own research ideas to set a research project proposal

Evaluation guidelines:
Is the need for the project expressed clearly?
Is the main goal clear?
Will the idea for the project be impactful?
Is the state of the art broad enough to present the research area but foccused enought to lead convincingly to the research question?
Is the approach suitable?
Is the work plan clear and sufficiently detailed?
Is the team appropriate?
Was the project overall clearly communicated?
Did the student clearly play the role of a researcher?
Would you fund this project?
Would you accept becoming part of the team of this project?

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)

Evaluation guidelines:
Is the need for the project expressed clearly?
Is the main goal clear and addressing a research management activity?
Will the idea for the project be impactful?
Is the approach suitable?
Is the work plan clear and sufficiently detailed?
Is the team appropriate?
Was the project overall clearly communicated?
Did the student clearly play the role of a RMA?
Would you provide to this project what it requests?
Would you support this project?

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

Evaluation guidelines:
Is the need for the project expressed clearly?
Is the main goal clear and addressing a potential entry into a RMA career?
Will the idea for the project be impactful for the candidate?
Is the approach suitable?
Is the work plan clear and sufficiently detailed?
Is the team appropriate?
Was the project overall clearly communicated?
Did the student clearly play the of a RMA-to-be?
Would you employ this person as RMA?

A group of students may score each other's performance during the oral presentation. The performance of the pair Principal Investigator and Stakeholder should also be evaluated.

During the exercise, the teacher evaluates the appropriateness of the work of the evaluators.