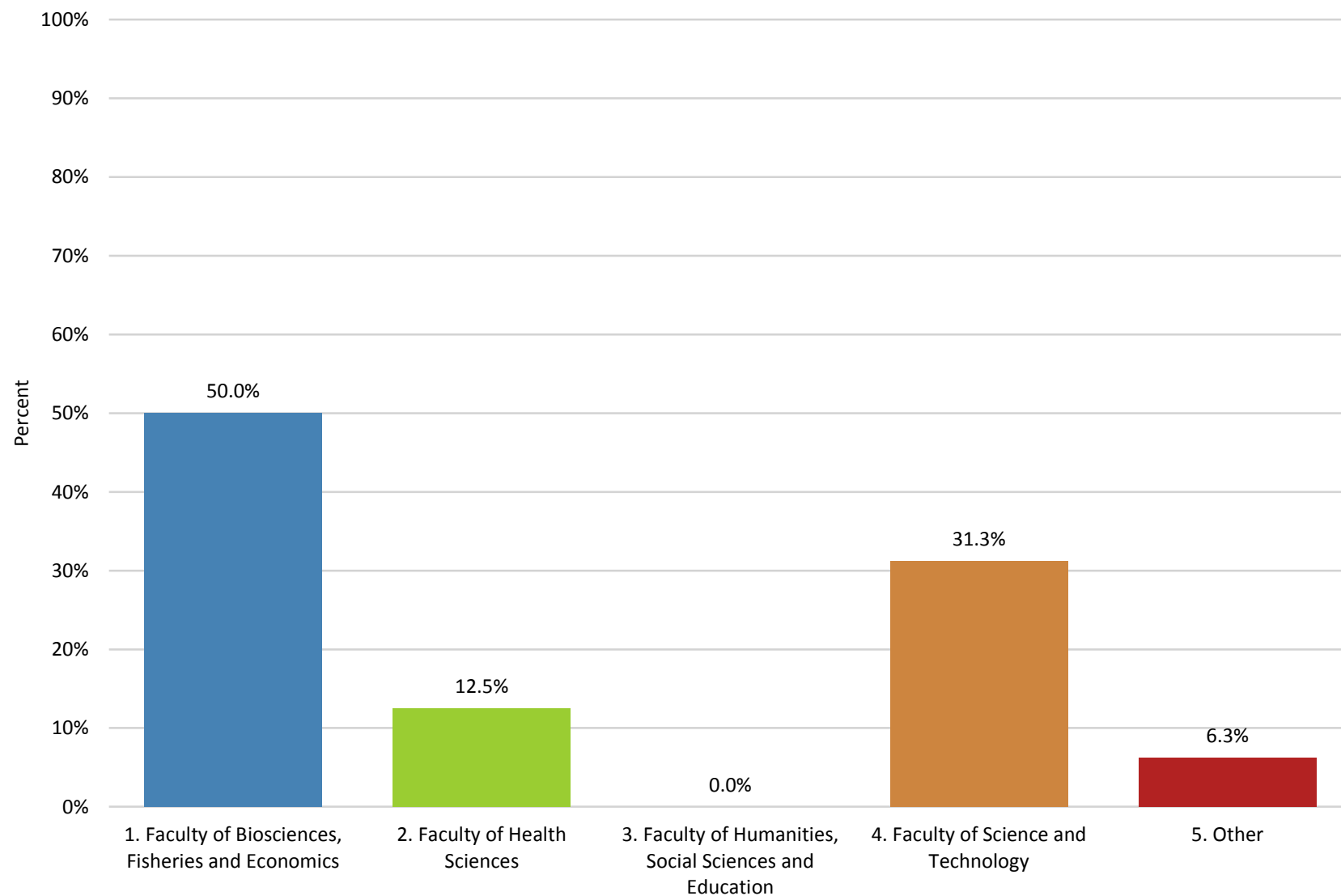


1. What is your scientific background?



2. Scientific background - specified:

geoscience

Entrepreneurship

Computer Science

Biology

Physics

Microbiology

Natural resource management

Department of health and care sciences

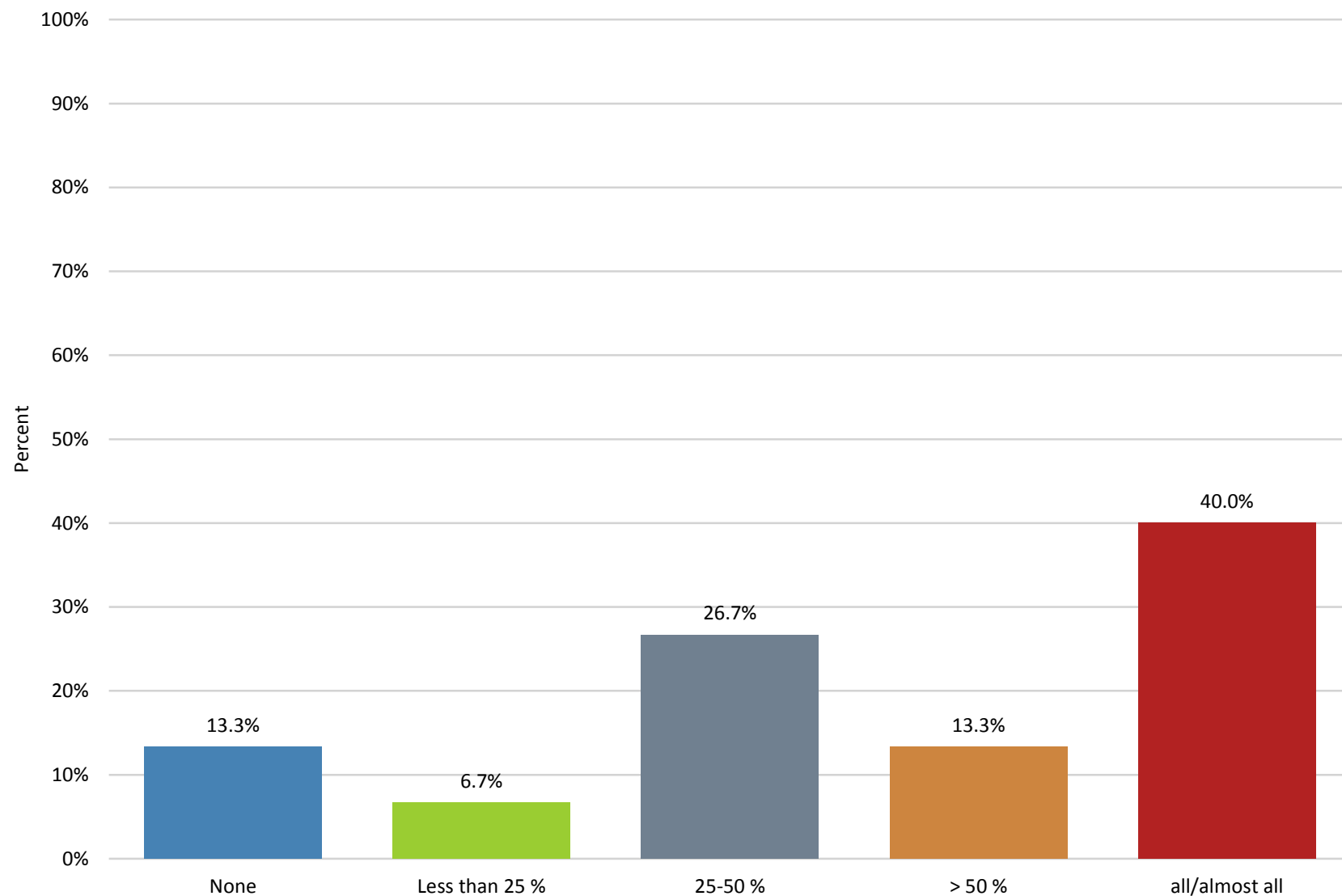
Chemistry - was this supposed to be anonymous ?

International Relations

Marine Biology

Biology

3. How much of the provided literature had you read by the time the lectures and seminars ended?



4. In case your answer was not “all/almost all”, please explain why this was the case

Planning day at my kid's school. Had to stay at home to take care of him.

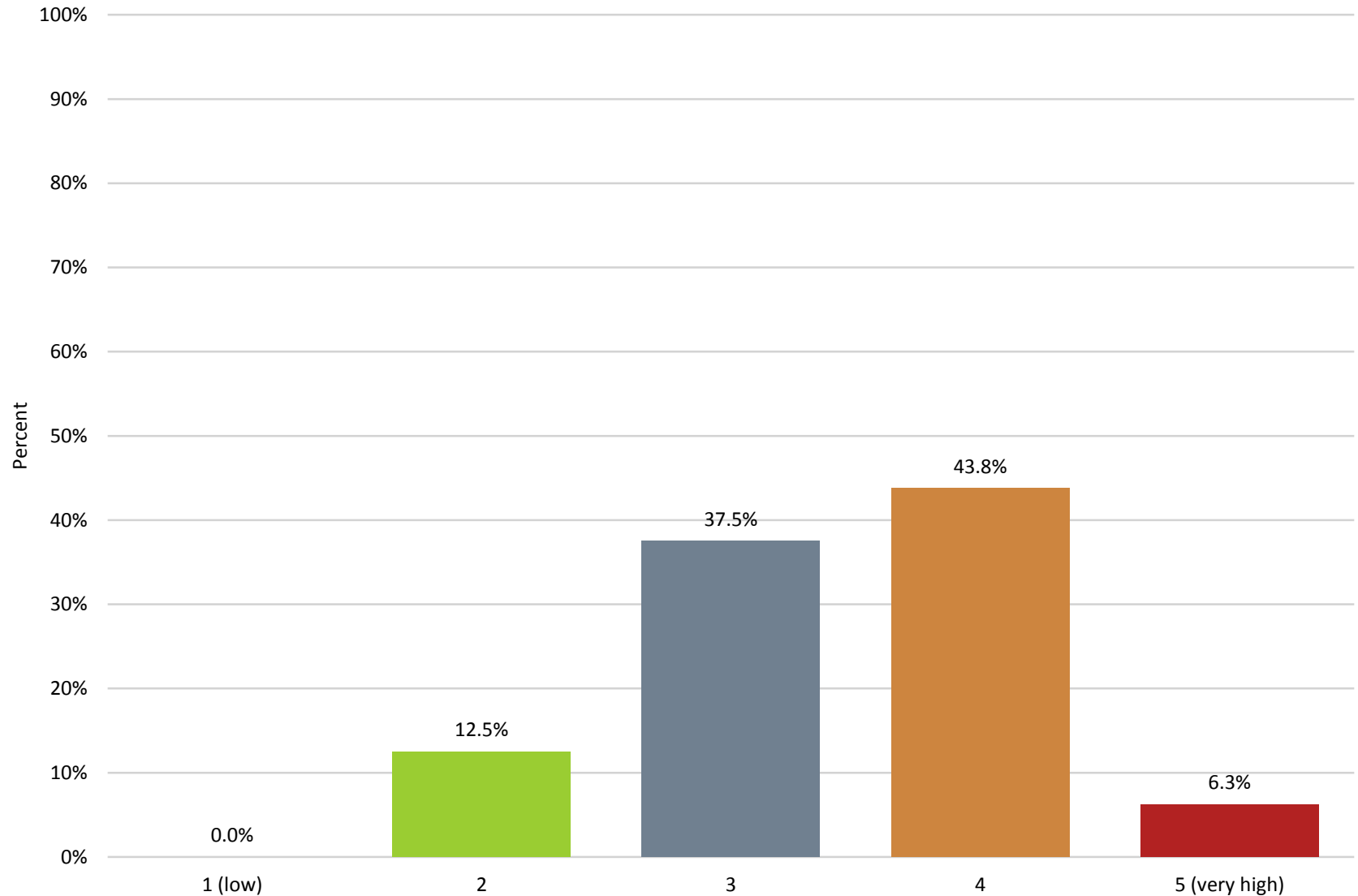
As far as I understood, not all the literature was compulsory, but we were rather supposed to choose the relevant readings. Also, probably, I did not spend enough time on reading, otherwise I would have read more (I had to do some other urgent work).

A lot of other worktasks in this period.

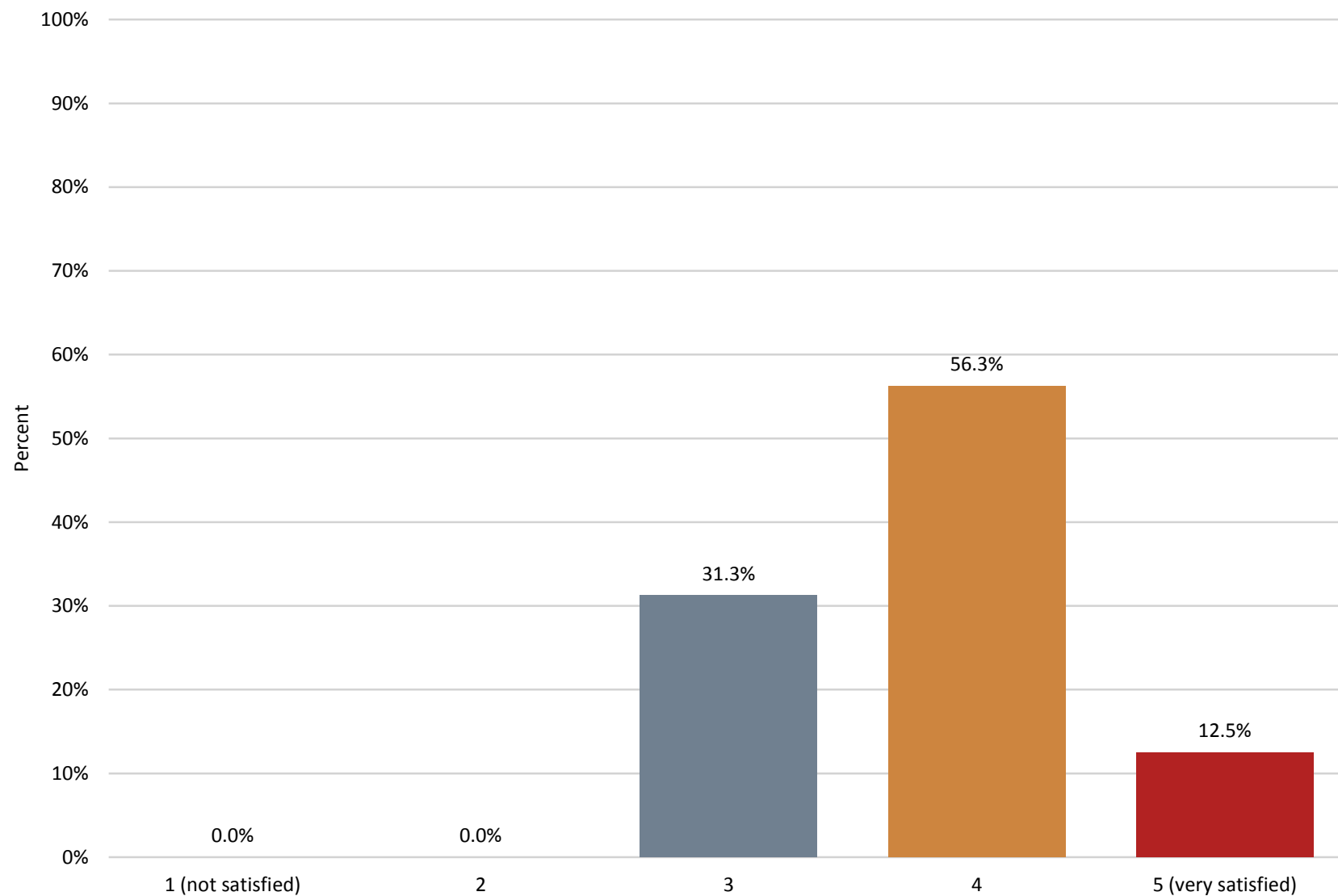
Did not realize that there was any literature provided except for slides?

I am in the last year of my PhD and wanted to participate this course, as it is very relevant. But I did not find time to participate the exam, or read the literature, so I used this course as an inspiration for the future. When I am going to write an application, I will go back to the provided literature and lectures.

5. How will you evaluate your own contribution (i.e. course attendance, reading literature, preparing for lectures, active participation during group-work and exercises (including the review exercise) in order to gain new knowledge during the course?



6. How satisfied are you with the course in general? (1 = not satisfied, 5 = very satisfied)



7. Please state the three most important things that you have learned as a result of participating in this course:

the grants available for students (future postdocs)
the evaluation factors

Sources of funding.
Key aspects of application writing.
Application evaluation.

Overview over the process of proposal writing, submission and evaluation
Overview over the different places to apply for funding
Experience with evaluating and writing a proposal

How the search for relevant funding
How to write the application, which point to focus
How the application is evaluated

Basics on writing a project proposal
General overview on the different research councils available to apply for funding
Basics on the criteria for the evaluation process

- I know how to write a proposal
 - I know what is important to get funding
 - I know where I can find a funding call for my area.
-

The course has provided me with a better understanding of the importance of funding my own projects to build my career, and has provided me with the necessary tools to succeed in seeking external funding.

- 1) The different types/sources of funding
 - 2) The important sections in the proposal
 - 3) How to structure the implementation section (WPs, Budget, Gantt diagram etc.)
-

1. Where to search and how to find the relevant information regarding calls for proposals.
 2. How to write and structure the proposal text, with the emphasis on the most challenging and/or most important points to consider.
 3. How the evaluation of proposals is done.
-

1. Why I should consider proposal writing, where to find calls
 2. How to write a proposal, the skills and techniques and types of proposal
 3. How to evaluate a proposal
-

7. Please state the three most important things that you have learned as a result of participating in this course:

Go abroad

Excellence, impact and implementation

Tip to build career

* Grant writing is not scientific writing (just different, not better/worse)

* That writing the grant will make you more reflected on the project

* Potential career-building strategies, navigating the jungle of grants

sources of funding, how to find information about the calls before the announcement.

structure of project application.

logic behind evaluation mechanism.

How and where to find funding sources

The important aspects of a proposal besides the science

Why it's important to write good proposals

- I learned that there are many different possibilities and approaches to apply for project money

- impact matters

- application writing is not hocus pocus; you need to read instructions/background of the call thoroughly, and balance the project properly, express your ideas clearly and concisely (okay this was more than three things, but this is not a grant proposal ;-))

8. What parts of this course, if any, did you enjoy the most?

first half day

Lectures with Petter Olsen.
Evaluation of application exercise.

The lectures were great! And really nice that we were assigned mentors.

The lectures about H2020

How a proposal can be evaluated

The opportunity to work with an actual proposal during the course, and incorporating the instructions given by the lectures on how to write a good proposal. The opportunity to evaluate a proposal as well as having your own proposal evaluated was very much appreciated.

The first day, where we got presented with lots of information on how to apply for ERC and NFR projects. Additionally, I thought it was very helpful to read through existing applications.

"success story" talks

The skills and techniques for proposal writing. Evaluating proposals. The success stories from others, was a good motivation.

The first three days of lectures

Writing the grant proposal

- Petter Olsen's lectures
- Michaela's lecture
- Reviewing other people's proposals
- Writing my own proposal
- Q&A in the end with Petter and Michaela

- Petters talks were great
- the young researchers who presented the success stories

9. Please tell us why it was valuable for you.

brings a lot opportunities

Very inspiring and knowledgeable lecturers!

I was looking for information about this call.

I will know how I can write a good proposal

See above

First day: Prior to the course I didn't know much about the different funding sources, I had heard about FRIPRO and Horizon 2020, but didn't really know anything about them. So it was very valuable to learn about the different sources of funding, different projects (e.g. different types of FRIPRO projects) and what the research councils (EU and NFR) are looking for.

Reading through papers: It helps a lot to see the theory used in a real proposal. Recognize the structure and see how the information learned during the lectures translates to a real proposal.

I am in the final phase of my PhD, and therefore, preparing for writing of a project proposal is highly relevant.

I know that it is possible to write a proposal, and get funding for it. And if my first proposal does not get funded, I should keep trying.

A lot of new information in motivating lectures.

I realized how hard it is, especially starting from scratch. Good to have this experience before I actually need to submit a proper grant.

I learned so much of what's important when writing a proposal and the experience of trying to write one made it a really valuable exercise. It's great to better know what the EU wants and what to avoid.

- even though Petter was presenting just lectures, he managed to include the audience on the way and gave a lot of room for discussions; many contents of his talk were not only useful for writing grant proposals but also for writing the PhD project plan, applications for other jobs or the PhD
- the success stories gave hope and inspired me. They were like a little look into the future telling "this might be you in a few years"; this was inspiring and reminded me that there will be a life after the PhD

10. What parts of this course, if any, did you enjoy the least?

last two days presentations. the presenter should have prepared better

None.

The plenary evaluation of the pre-written proposals (day 3).

I feel that there could have been a bit more information about the course prior to the course start, especially with regards to the proposal draft (the one page that was delivered before the course) and the final exam.

the group exercise on the call text deconstruction. I liked the idea behind it, but I think, the time we had was not enough, and therefore, we did the exercise in a bit messy way.

Information overlaps in the presentations e.g. we had presentations on EU proposal writing from more than one presenter.

The last two-days section.

While nice to have multiple lecturers to show their expertise, it creates a significant amount of overlap.

The discussion round where we read other proposals and then shared that with the group was a bit chaotic and I didn't learn anything from that exercise. These were the proposals we read in the morning and should discuss them later on.

- a few lectures were a bit "dry" (Steinar, Hanne, Lars, Theresa), would be nice with more room for discussions, but probably also difficult because they were talking about very theoretical things
 - the last days, presentations of the proposals were too long. Often rather project descriptions than a presentation of a proposal; call, which aspects would be included (how to deal with impact part etc).
-

11. Please tell us what you think we can do to improve these aspects of the course.

Don't arrange everyone to present, ask if the ones wish to present. Otherwise, the reluctant ones wouldn't prepare well, kind waste of time.

Use examples from social sciences, including entrepreneurship, economics, innovation studies.

We should show un-successful proposals and analyse to show the reasons why they were not succeeded .

Let the students discuss the proposals with others who read the same proposals (as we did), but without the plenary summation.

Writing an email to all participants before the course, where you specify something like: "During the course you will, with the help of an experienced mentor, write a proposal for your research idea. Prior to the course each participant delivers a one page draft, in which the participant explains his idea and provides background on it. After (insert date) each participant will work on their proposal and will write a complete first draft until ... for a proposal call of their choosing. (Insert some info about presentation). The final exam (the completed proposal) will be delivered on (insert date)."

Most of the information we received during the course at some point, but it was quite spread out. It would be nice to have an initial email with all this information to understand what the different parts of the course are.

the tasks and the requirements for fulfilling these tasks (including home assignments) could be more clearly specified.

The course presentations should be more coordinated so there are no information overlaps in the presentations.

Mentors also from the social science field, or in other ways help the participants to experience motivation and value of his/her field.

More general review.

It was a lot of presentations about fish and development of new AB

I don't know how much time the lecturers used to synchronise their lectures in advance. Given that the course will be given several times, it might just be worth the effort to avoid repetitions. Might be subjective, others might appreciate repetitions.

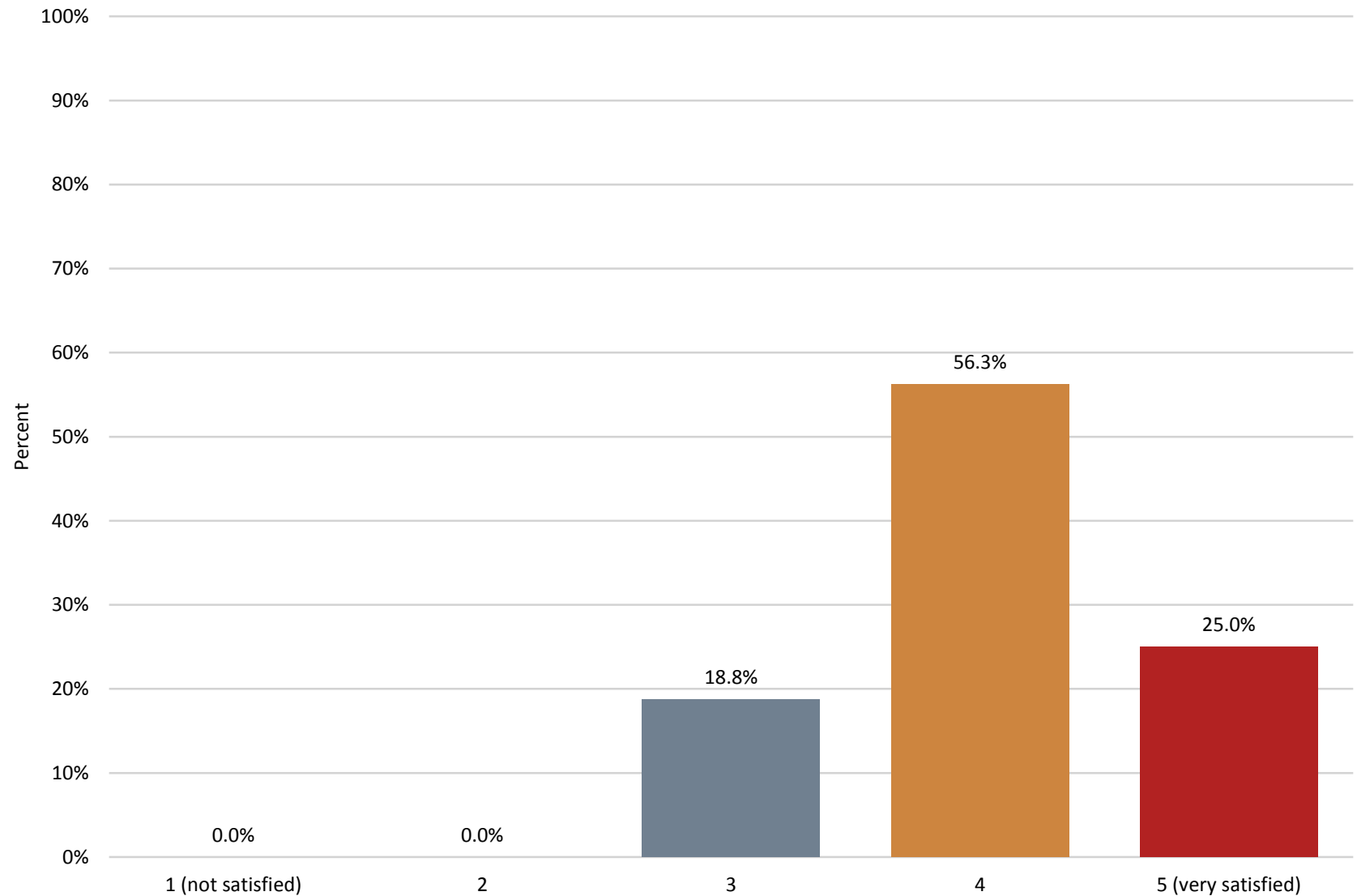
I would like to learn more about how to find partners for the project. How to build up network and use it.

Work in groups who with a few people who all read the same proposal might be better to discuss the good and bad aspects of a proposal. Having a list of clear criteria would also help to really evaluate them properly. Because going through all the lectures again is a bit cumbersome and takes a lot of time when looking for the criteria.

- go more interactive through these topics, illustrate why certain aspects are very important, than just going through a list of bullet points, work on presentation skills

- presentations of students should be more structured, instead of presenting the whole project the presentation of proposal should rather be structured like a list of contents, maybe 1 slide of background/excellence and 1 slide of impact, otherwise the presentation should cover how/if collaborations, work packages and other elements are being addressed in proposal

12. How satisfied are you with the course-coordination and information flow in general (1= not satisfied, 5= very satisfied)



13. Please explain why you were satisfied/not satisfied.

The information are sufficient and advance.

Great coordination and information. Everything was clear from day 1. Perfect.

the course is full of information and fast enough

The course material was provided with enough time to prepare the corresponding lessons.
The presentations during course were in general well-balanced.

I missed out on some information, especially regarding the exam, even though I attended all lectures.

I wish our tasks regarding proposal writing and presentation were more specified.

Generally very satisfied, the only objection is the information flow prior to the course (see previous question).

We got the lectures and information needed for preparation for the class work in time. However, sometimes this information was not specific enough (e.g., tasks and deadlines).

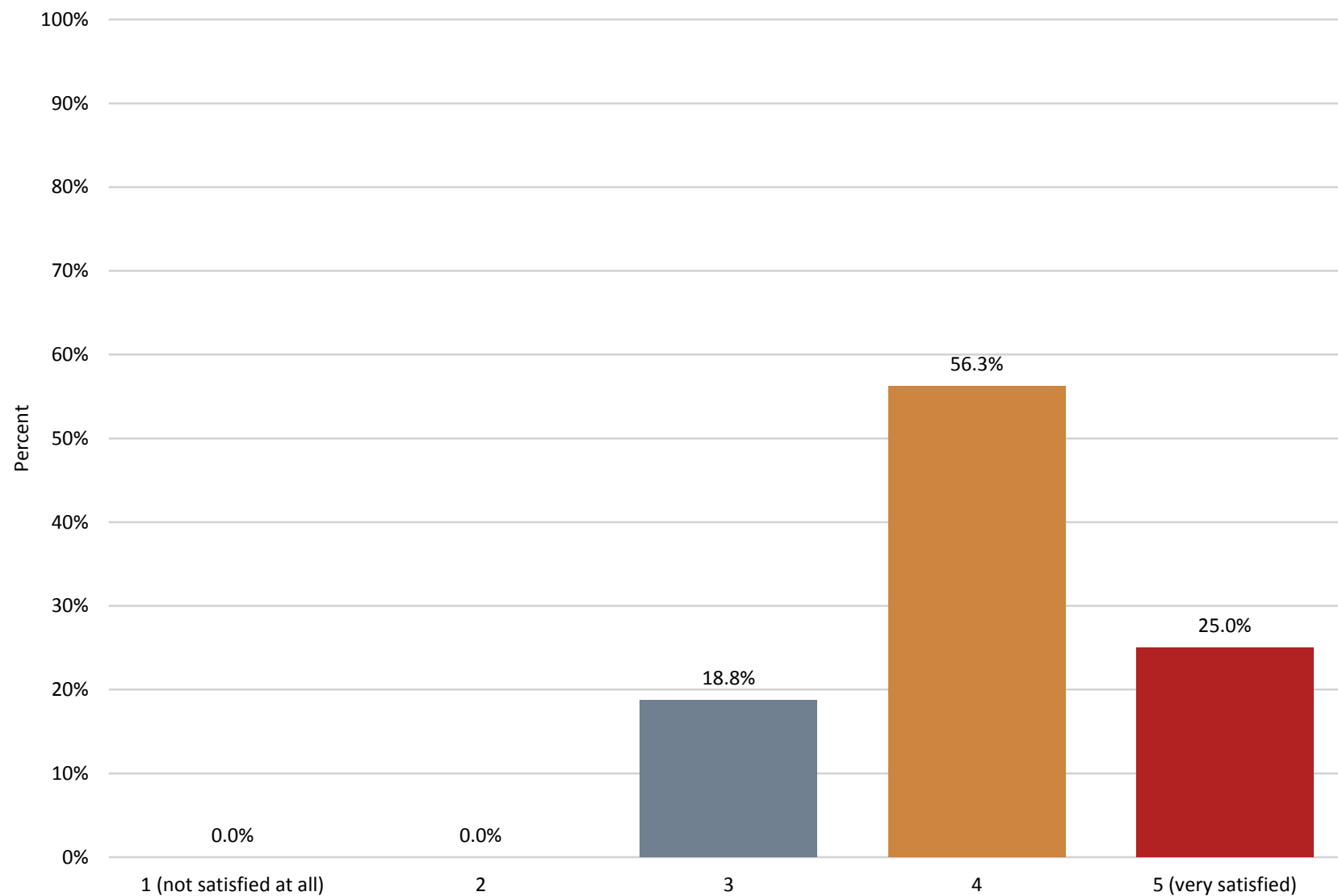
He kept the organization of the course running smoothly, and sent out course information on time.

I find it cluttering to have the information dumped in my email, and would rather use Fronter. When writing the proposal I also missed having some more practical information, what does 10 pages mean...

Information flow wasn't ideal. Instructions weren't always clear. Seemed a bit messy. It would be nice to have a concrete description of all the practical hands-on exercises.

- a lot of good and valuable information provided during the course. I feel more confident about what it needs to write a grant proposal after PhD
 - there were no clear information given in the beginning what the exam should be like, group work yes or no?
 - some parts seemed to be improvised (e.g. we should bring a CV but it was just quickly mentioned and we were not working on the CV)
-

14. How satisfied were you with the lectures in general? (1 = not satisfied at all, 5 = very satisfied)



15. Please explain why you were satisfied/not satisfied.

Some of the lectures are not very attractive

the lectures are fast and full of information

I was satisfied with the emphasised focus on sections we tend to down-prioritise, especially in respect to impact and dissemination. I was also satisfied with the broad coverage of different application types from different funding bodies.

I wish the dissemination was covered a bit deeper, and that different types of applications and projects could be discussed in this respect. I find it hard to apply what I learned about dissemination to proposals for projects in basic science and "smaller", personal grants like the mobility postdoc grants.

I learned something new in each lecture and the teachers seemed to know what they were talking about.

the information given during the lectures was highly relevant, the way of communication was good, and the lectures were quite interactive, with questions and discussion on the way.

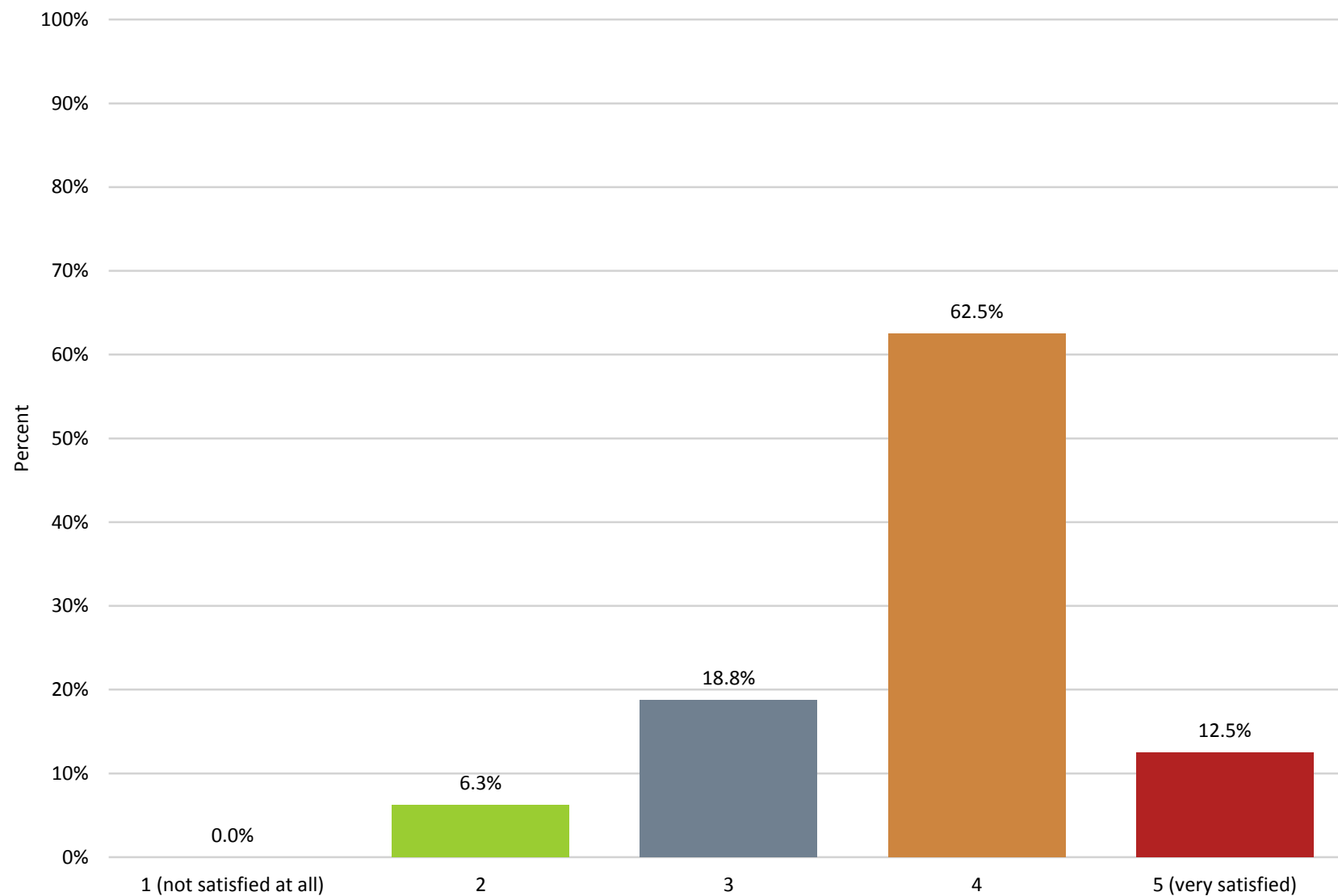
I have obtained a valuable future skill

Too much overlap for me

Petter and Michaela's lectures were very clear and super helpful.
Steinar's was a bit slow, not very well structured and not too enthusiastic.

see above

16. How satisfied were you with the exercises in general? (1 = not satisfied, 5 = very satisfied)



17. Please explain why you were satisfied/not satisfied with exercises (including the review exercise)

Neutral because I didn't participate.

The exercises gave us the opportunity to evaluate by ourselves a project proposal and thus being aware of the similarities/differences in the criteria with a real committee. This would be helpful to be aware of the strengths/weaknesses in our own future proposals.

Please see my comment on the exercise regarding evaluation of pre-written proposals.

Writing the proposal and reviewing the proposal was very helpful in understanding how the theory learned in the lectures translates into the "real world". The review exercise (of an existing proposal) was also very useful, as it allowed you to read through existing proposals and it forced you to look at them from a critical perspective. The discussion of the evaluations (Thursday 14.15-16.00) was a bit difficult to follow as I hadn't read all of the proposals, so maybe it would be possible to just sit down in groups and discuss the proposals, while the "teachers" go around, help and are available for discussions.

The tasks were relevant, because they were supposed to "mimic" the real situations related to the work on proposals. However, in the text deconstruction, the time was too short, to my mind. And the assessment criteria to be used for the evaluation exercise were not quite clear.

The exercises enhanced my understanding of the course content

I did not get any proposal/presentation to review and the others presentations were not my field and the reviews became either too specific or maybe I was not able to translate it to my field.

Too many proposals for the evaluation exercise

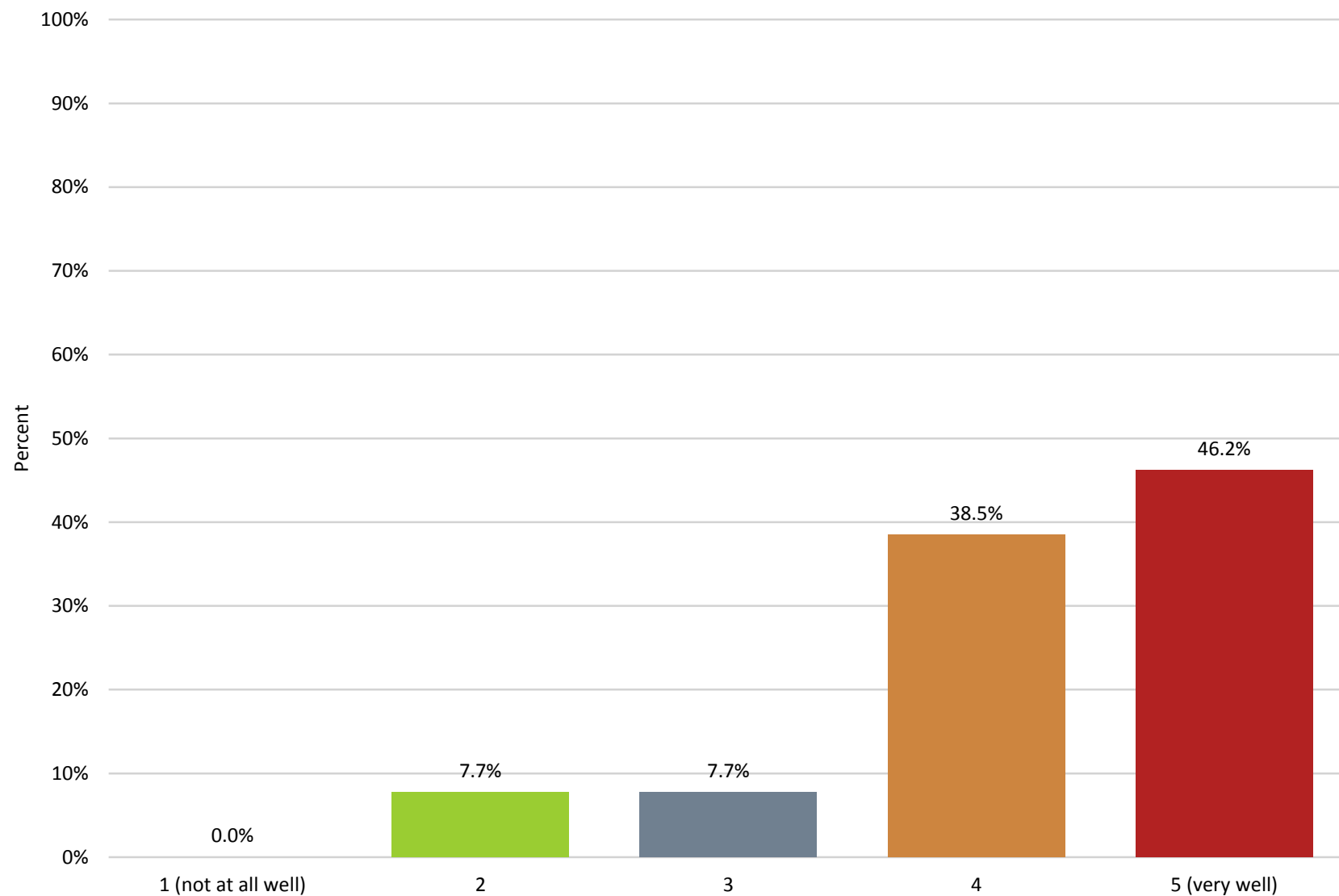
Template for reviewer comments for presentations would be nice

Instructions weren't always clear, which caused confusion sometimes. Also having to move rooms for an exercise takes a lot of time when the room is far away.

breaking down the text of a call was a very good exercise, good to learn that technique.

provide an evaluation scheme for reviewing the proposals, focus on one or two proposals as there is no time to summarize what the proposal is about. As we are not going to write an ERC grant application in the first place it would be great if you could get proposals from young researchers

18. How well did the cooperation with the mentors work for you (1= not at all well, 5= very well)



19. Please explain why the cooperation with the mentors worked well/did not work well.

Also, didn't submit an abstract.

We had a meeting and he explained and show me where I should improve. I also learn from my mentor

My mentors were experienced in grant proposal writing and took the time to read the proposals and provide valuable feedback.

I had a good mentor, who was always available for questions and discussions. Additionally, I was helping my mentor with writing another proposal at the time, which helped a lot since I could immediately use some of the things learned in the course and discuss it with him.

I did not manage to plan well the time for communication with my mentor.

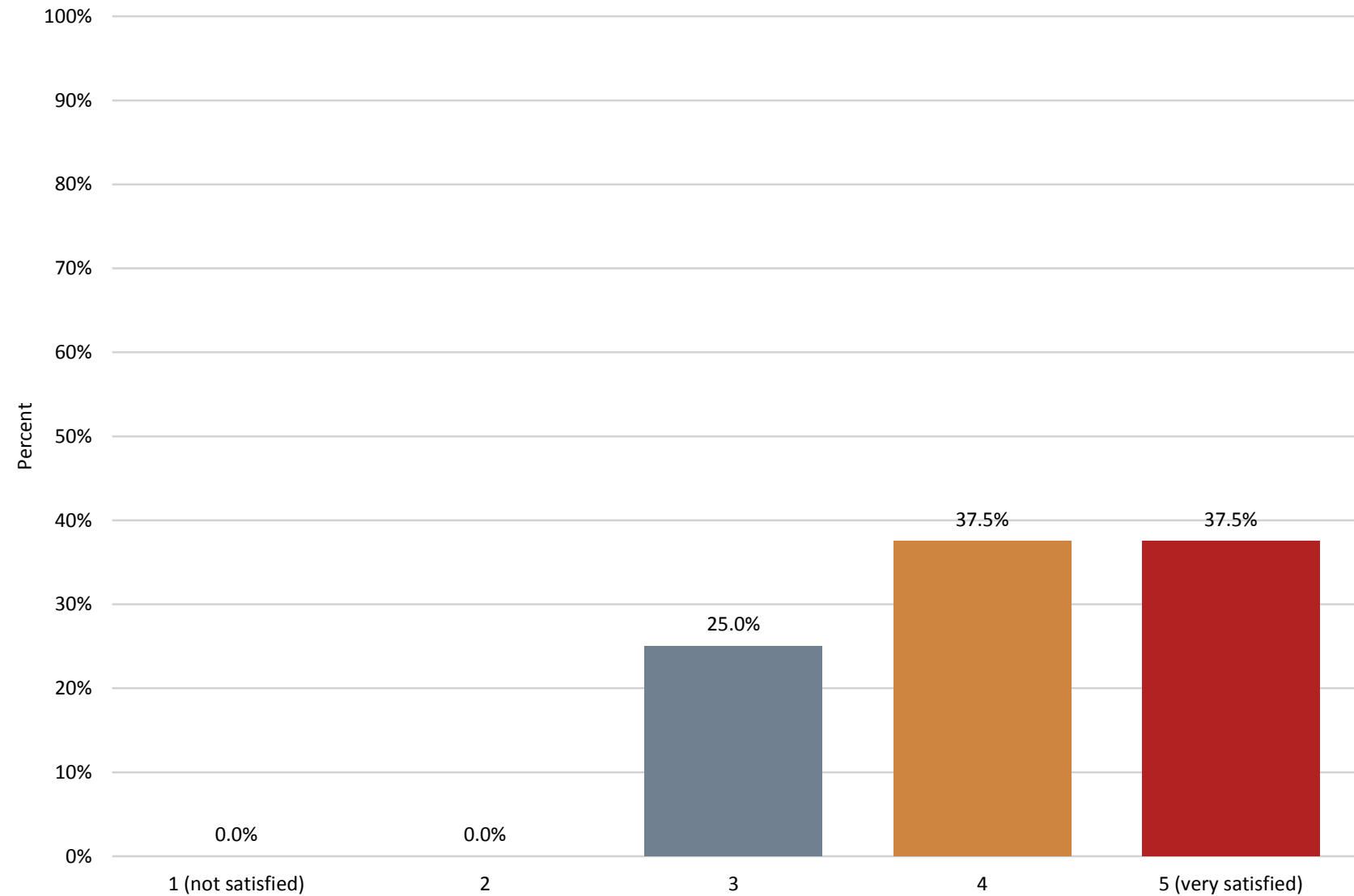
I had very good feedback for improving my proposal

I had to get my own mentor and he was very busy at the moment. However, I will get more help from him in 2017 if we shall proceed with this proposal

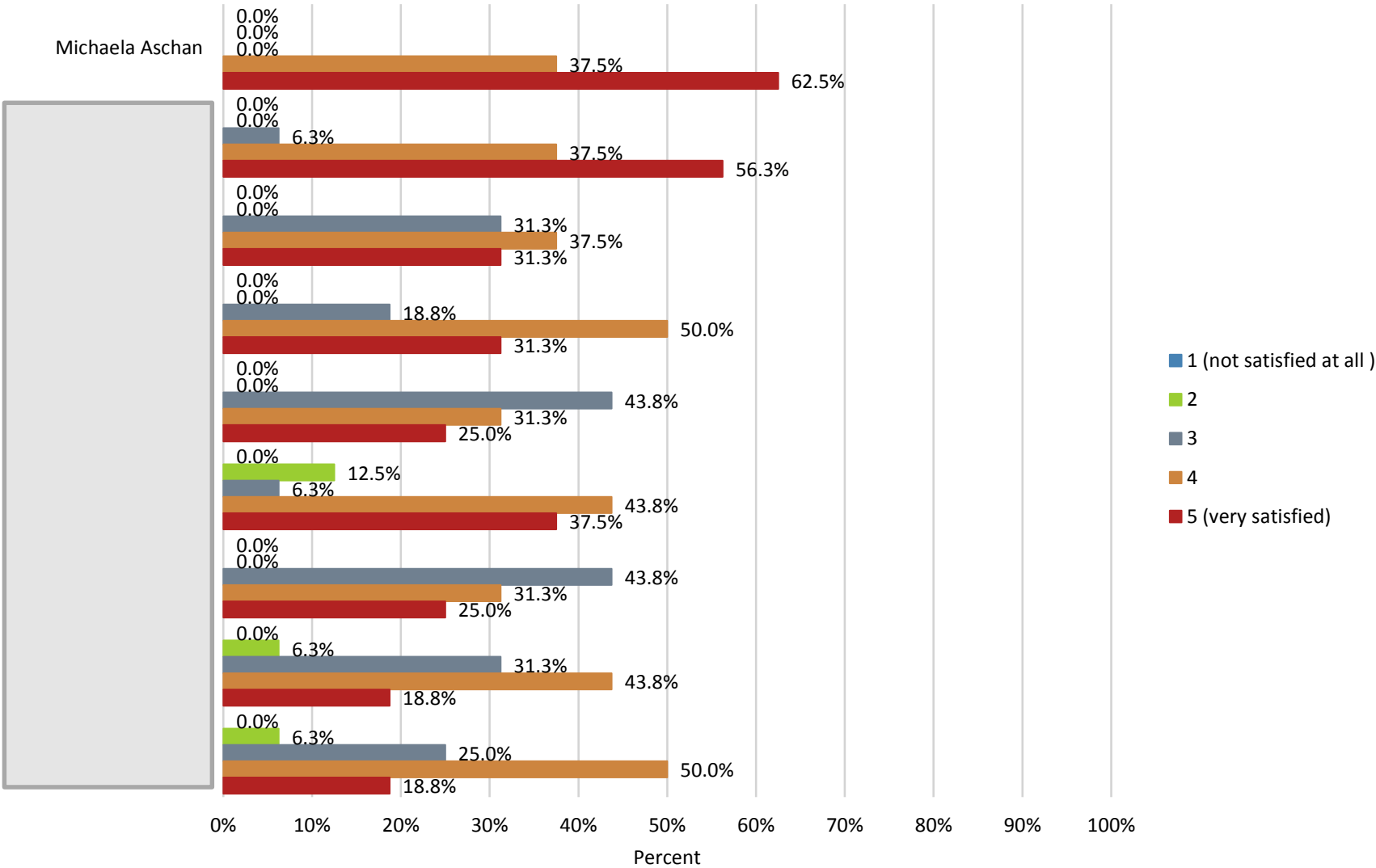
My mentor is very talented and experienced, and I got good feedback on my work. We did however wonder why the mentor was supposed to come to the presentation, as their opinion/feedback was not solicited.

They responded to all the emails and we could arrange a physical meeting which was very helpful and the feedback was great and lead to major improvements of my work.

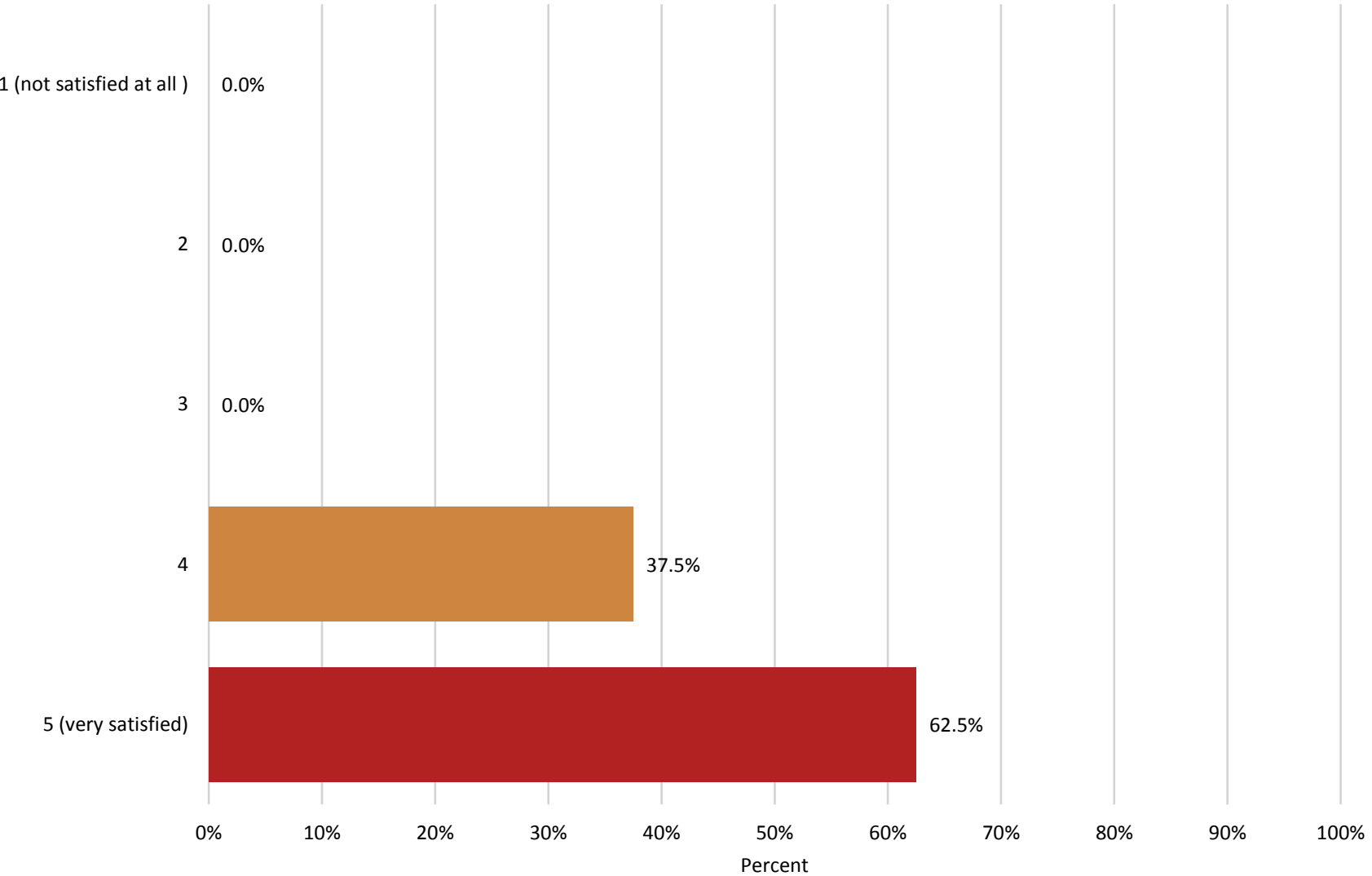
20. How satisfied were you with the material provided during the course? (1 = not satisfied, 5 = very satisfied)



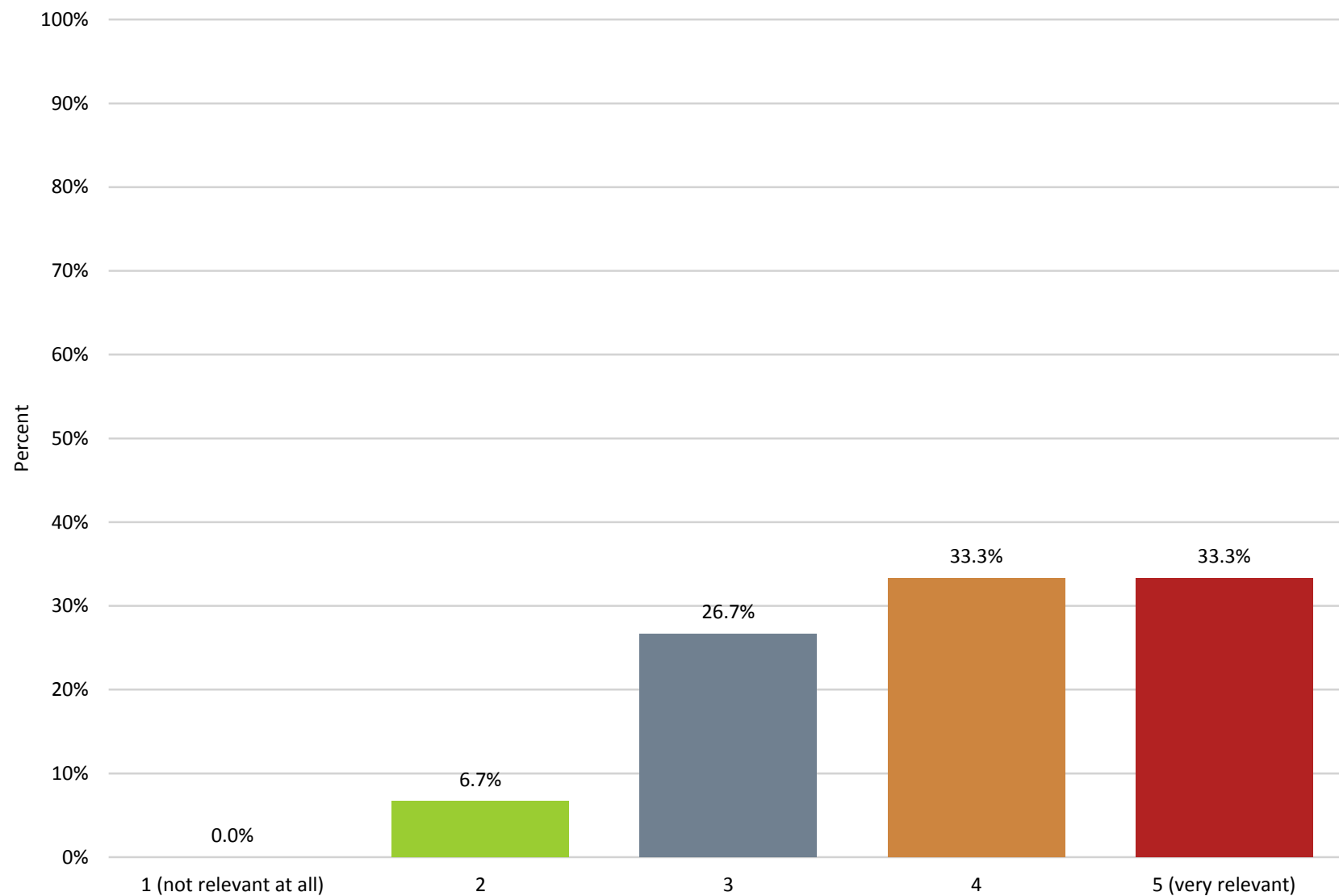
21. How satisfied were you with the teachers at the course (1 = not satisfied at all - 5 = very satisfied)?



22. Michaela Aschan



32. Was the course content relevant to your work? (1 = not relevant at all, 5 = very relevant)



33. How can relevance and applicability be improved?

In could not apply the knowledge obtained in the course to my own project proposal. In case I could have done it, then it would have been more helpful for me.

More focus on the types of grant that we are more likely to apply for finishing our PhD. It has been very valuable to learn about the larger grants, but I find it difficult to apply some of the topics to my own proposal.

Not sure, I thought it was very relevant and a lot of good information in such a short course.

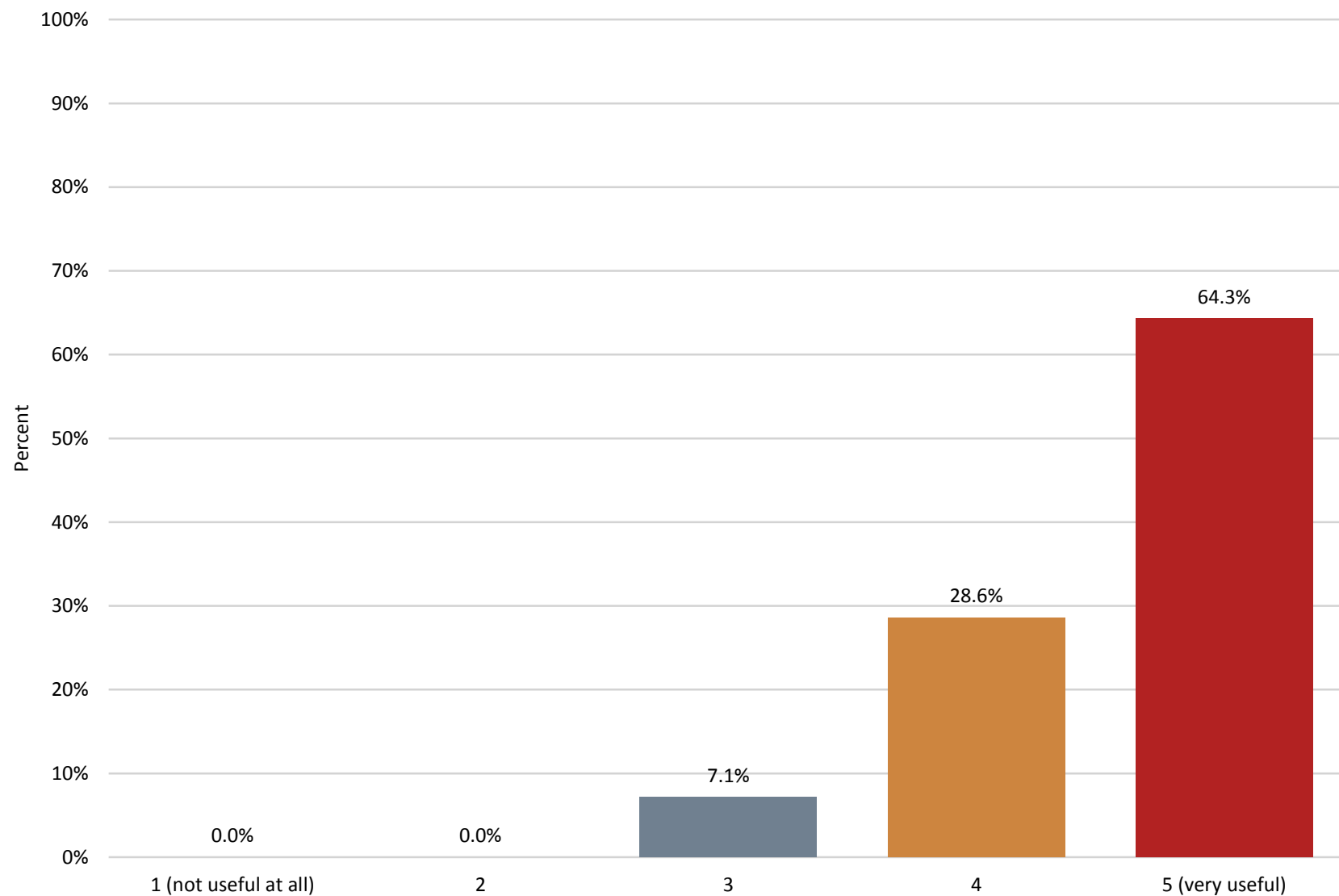
More examples from proposals and grants of relevance for social sciences.

Separate session for each field, outlining the most interesting grant possibilities and unique challenges

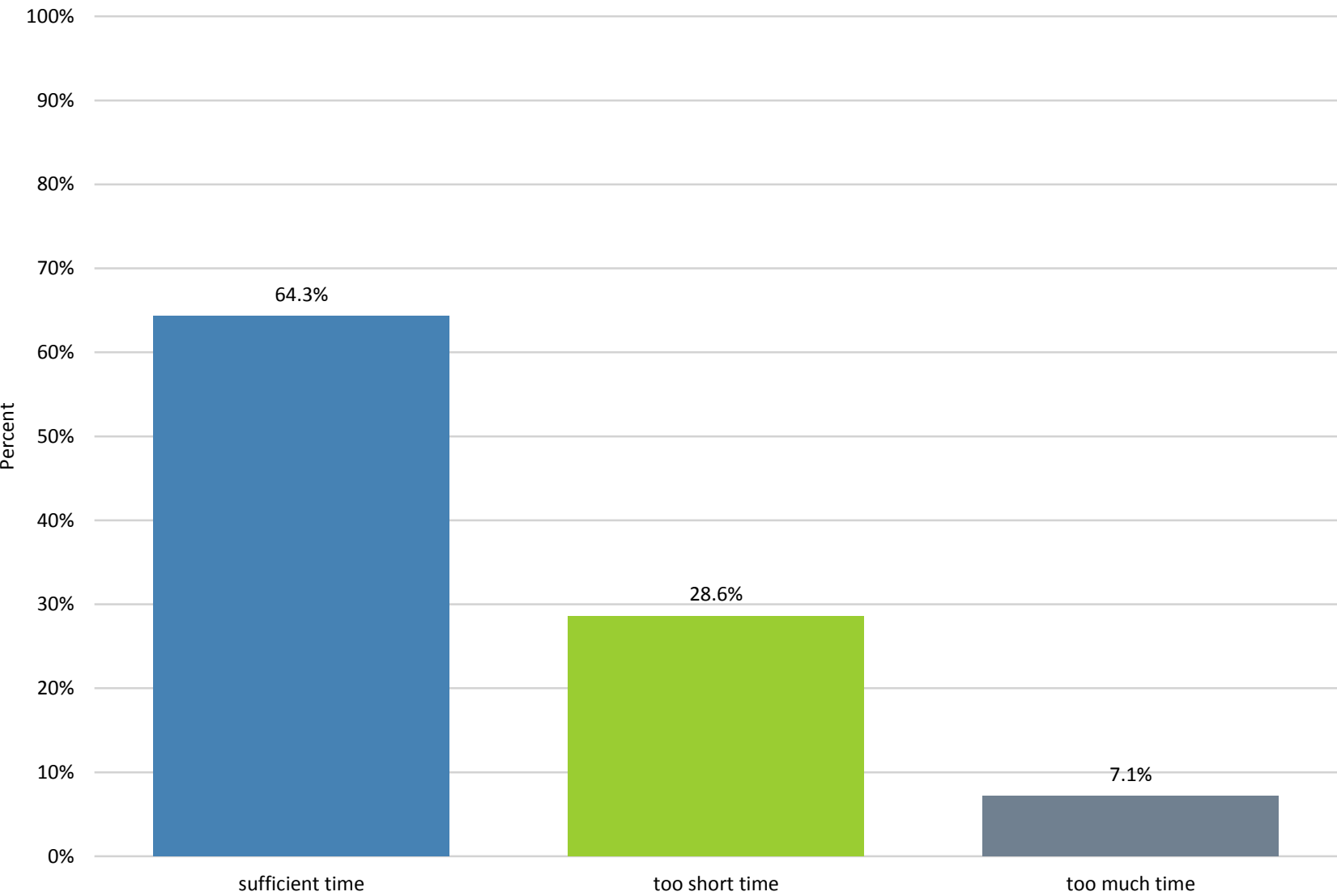
Some more advice when to write what type of proposal and what is best for what type of career.

see comments above

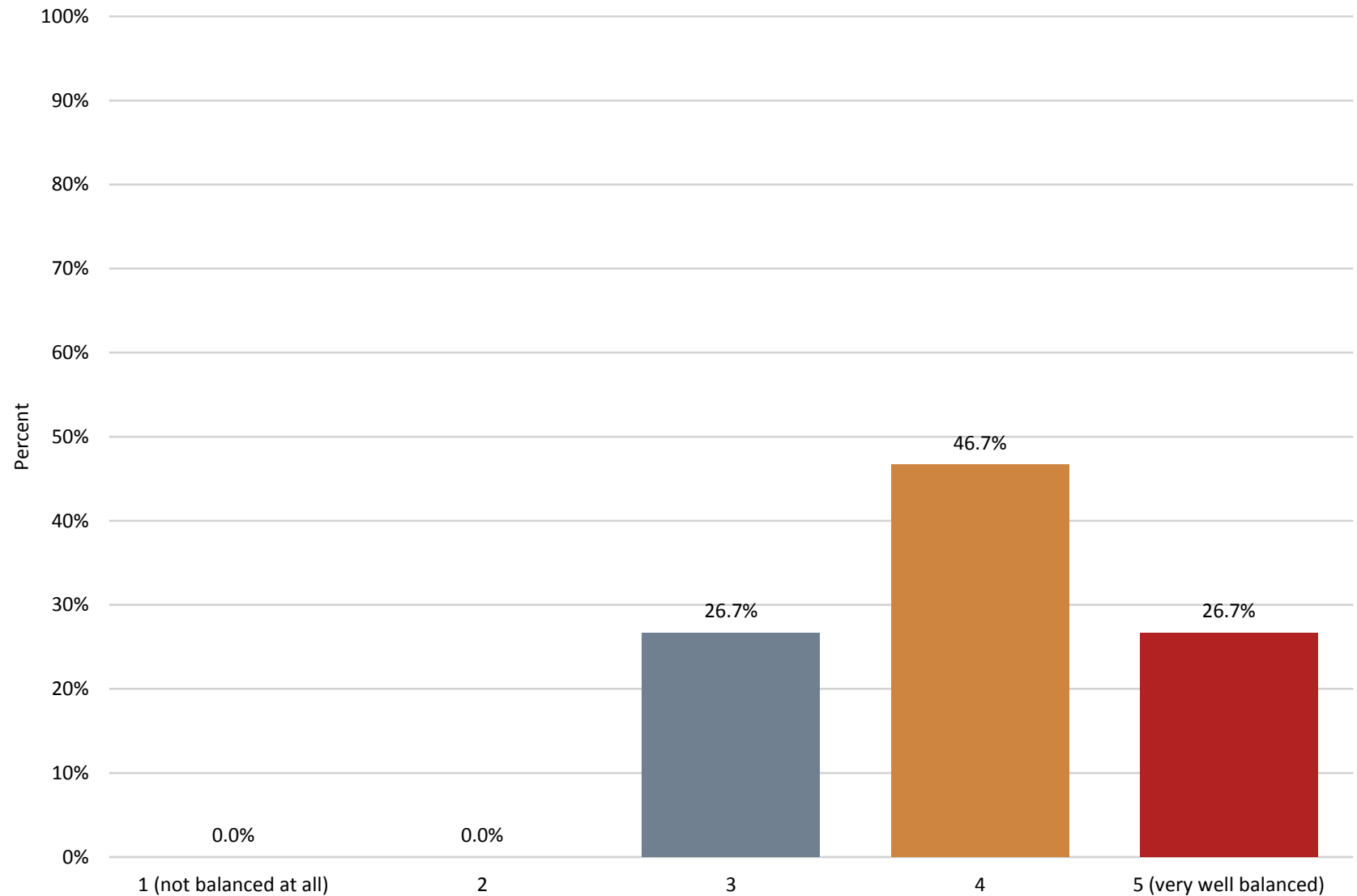
34. How useful did you find the exercise of writing your own proposal? (1 = not useful at all, 5 = very useful).



35. In your opinion, is two weeks working on your proposal...



36. With respect to time-allocation, how do you evaluate the balance between lectures and exercises? (1 = not balanced at all, 5 = very well balanced)



37. Do you have other suggestions for improving the course?

more time for students to work on the proposal.

Spread the word so more people at the University are aware of it. Other faculties does not have this type of course offered, yet it is important to absolutely everyone seeking an academic career.

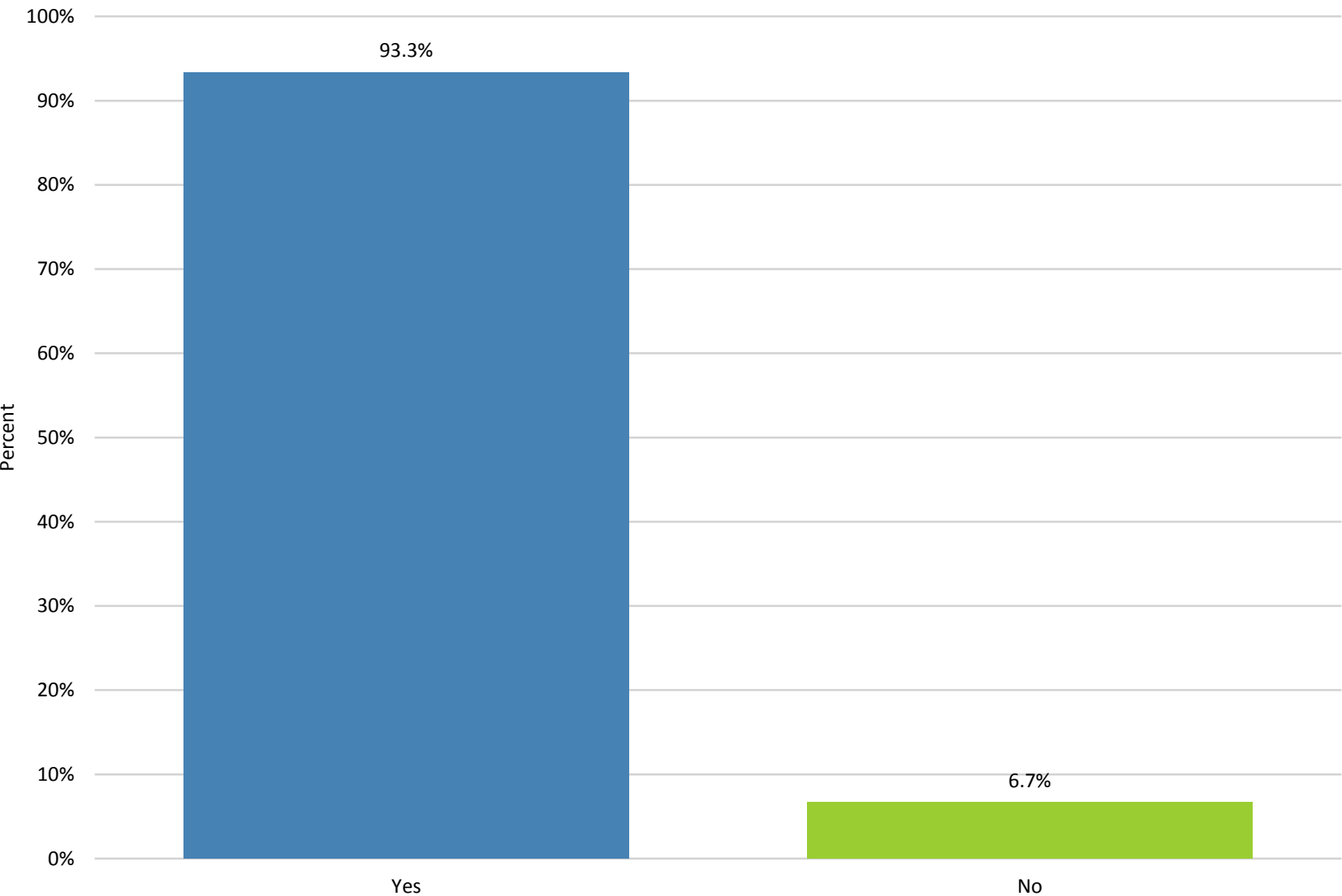
No.

My own work situation at the time did spoil this course in some way for me, that is not your fault. :)

Some precourse literature would have been good

Make sure everyone who wants to can evaluate some other students proposal.

38. Would you recommend this course to others?



38. Would you recommend this course to others?

Name	Count	Percent	Average
Yes	14	93.3%	
No	1	6.7%	
N	15		1.07