



Assigned PBLIP coordinator:

Larisa Bugaian

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<http://www.pblmd.aau.dk/spillover-effects/inter-disciplinary-and-inter-institutional-student-projects/>

<https://www.moodle.aau.dk>

## PBL Interdisciplinary Project/PBLIP

<b>Project title, ECTS credits</b> PBL Interdisciplinary Project 5 ECTS
<b>Location</b> 4 <sup>TH</sup> Semester BSc Study Programmes (PBL pilot programs that are part of PBLMD project) AESM, USARB, CSU, MSU, SUMPh, TUM
<b>Project coordinators</b> <b>AESM:</b> Angela SOLCAN, <a href="mailto:ansolcan@gmail.com">ansolcan@gmail.com</a> <b>USARB:</b> Ina ODINOKAIA, <a href="mailto:inegura@gmail.com">inegura@gmail.com</a> <b>CSU:</b> Liudmila ROSCA-SADURSCHI, <a href="mailto:liudmila.sadurschi@gmail.com">liudmila.sadurschi@gmail.com</a> , <b>MSU:</b> Natalia ZAMFIR, <a href="mailto:nataly.zamfir@yahoo.com">nataly.zamfir@yahoo.com</a> <b>SUMPh:</b> Angela CAZACU-STRATU, <a href="mailto:angela.cazacu@usmf.md">angela.cazacu@usmf.md</a> <b>TUM:</b> Dumitru CIORBA, <a href="mailto:dumitru.ciorba@ati.utm.md">dumitru.ciorba@ati.utm.md</a>
<b>Type, theme and language</b> <u>Type:</u> The students will accumulate 5 ECTS by writing group projects and defending them in oral, group examinations <u>Theme:</u> Interdisciplinary Project within the scope of Sustainability Development Goals (see Fig 1) <u>Language</u> of instruction: Romanian
<b>Learning Objectives</b> <u>Knowledge:</u> <ul style="list-style-type: none"><li>• Reflecting on how to create a problem formulation, i.e. substantiate, document and define a problem within the area defined by the theme of the project period</li><li>• Explaining how the chosen problem formulation is relevant within the chosen interdisciplinary subject.</li></ul> <u>Skills:</u> <ul style="list-style-type: none"><li>• Identifying, formulating and analysing a problem which is relevant to the interdisciplinary group</li><li>• Assessing and using the literature relevant to the chosen topic</li><li>• Using the correct method to analyze the problem</li><li>• Reporting problem-based project-work, by connecting the selected problem to theory and methodology</li><li>• Using and addressing sources</li><li>• Disseminating the results of the project work orally and in writing in clear and correct language while adhering to the academic conventions governing source management, documentation,</li></ul>

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bibliography and notes

#### Competences:

- Ability to apply the above knowledge and skills to specific domains and across different situations to generate academic, social, business and/or policy impact
- Solving problems effectively and making decisions as part of a group
- Critically reflecting upon information sources and proposing solutions to the chosen problem

#### **Learning outcomes**

Students are expected to have achieved the following outcomes:

- The ability to explore research problems and identify them within the interdisciplinary fields, as part of a group.
- Effective problem-solving and decision-making abilities based on the theories and interpretation tools chosen for the project.
- Cognitive ability for critical thinking, and reflecting on the whole process of PBLIP

#### **Academic content and conjunction with other semesters**

Since their enrolment in Sep 2017 in PBLMD pilot programmes (mentioned above), these BSc students have been engaged in PBL, student-centred teaching and learning as well as in PBL training. For example they had the opportunity to take part in project idea generation training as well as in project development training in interdisciplinary groups. Hence, the students are expected to have competences as below from the three previous semesters at their own study programmes. The supervision in PBLIP therefore takes for granted, that the students can work independently and in teams and are using the freedom and the student-centered PBL-approach in full to work with a research based question of his/her/their own choice:

- Cognitive ability for critical thinking, analysis and synthesis. This includes the ability to identify assumptions, evaluate statements on the basis of scientific evidence, detect false logic or reasoning, identify implicit values, define concepts and draw general conclusions in an appropriate manner.
- Effective problem-solving and decision-making abilities based on the use of appropriate qualitative and quantitative skills, including identifying, formulating and solving problems within the field. The ability to create, evaluate and assess a number of options, and the ability to apply ideas and knowledge in situations of uncertainty or limited information.
- The ability to explore research problems within the field, either individually or as part of a group in connection with PBLIP. This requires a critical approach to data, sources and methods.
- A self-reflective, critical and open approach to other people, other cultures and various issues within interdisciplinary fields.



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## PBLIP organisation and time schedule

This PBL Interdisciplinary Project builds on students' experience taking the students a step further. During this IP the students will work in interdisciplinary teams of 6 (1 student from a partner university), identify, investigate, address and report an interdisciplinary research problem within the scope of Sustainability Development Goals. The following time-table will be followed:

**Feb 21-24:** forming groups, identifying project research problems/topics, allocating supervisors, preparing for the project, incl., group exam (BSU and CSU students and staff travel to Chisinau)

**Feb – Mar:** intensive project team work, incl.:

on-line group meetings and supervision

on-line, at least 2, joint supervision meetings with AAU mentors

one group face-to-face meeting per team (BSU and CSU students travel to Chisinau)

**Mar 1** – commitment action plan between the groups and supervisor teams & extended Problem Formulation (1 page) (DL: 12pm)

Mar 5 – Approval of PF by supervisors

**Mar 8** – Project proposal outline (200 words for each chapter) & Timeline for supervisor

Mar 11-12 – Online supervision meeting + AAU mentors (online)

Mar 22 – Physical/face-to-face Meeting in Chisinau (online: mentors AAU - 19 Mar)

Mar 29 – Online supervision meeting

**Apr 5 by 12pm:** submission of PBLIP (electronically via Moodle)

**Apr 11-14:** PBLIP evaluation (BSU and CSU students and staff travel to Chisinau):

**Apr 12: Formal group exams:** two hours per group; examination team: 2 internal supervisors and AAU mentor

**Apr 13: Project competition** (informal group assessment): 30 min per group; evaluation panel: 6 CEOs from Entrepreneurial, IT, Law, Medical, Public sectors; there will be prizes for the first three places

## Format

**Problem formulation:** PBLIP is based on a research problem within the scope of Sustainability Development Goals (see Fig 1) of students' **own choice**

**Project structure:** refer to Appendix 1 for the project structure

**Project size:** between 5500-6000 words, excluding abstract/executive summary, table of content, references, appendices and self-reflection; Times New Roman, 12 points, double space, A4, 2.5cm all margins, footnotes allowed but keep at minimum, no end-notes

**Referencing style:** use only Chicago citation and referencing style:

[http://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-2.html](http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html)

**Plagiarism:** all project submitted electronically via Moodle will be scanned for plagiarism via AAU anti-plagiarism system. Refer to Appendix 2 for anti-plagiarism guide.



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## Project facilitators/supervisors

Working in teams on PBLIP is an independent student exercise under the supervision of supervisory teams. A supervisory team is comprised of: 2 academic staff members from different local universities as main supervisors and 2 AAU staff mentors as mentors.

The role of supervisors and mentors is one of a facilitator rather than a director: they guide the learning process by asking critical questions and making suggestions that help the teams to re-examine their thoughts and approaches on the problem of investigation, theories employed, methods designed, analysis undertaken, and discussion put forward.

The supervisor's contribution to students' learning process is greatly facilitated when the students present their views clearly, specify concisely the problems and/or challenges they are facing.

### Main supervisors:

ASEM: Solcan Angela, [ansolcan@gmail.com](mailto:ansolcan@gmail.com); Gaugaș Tatiana, [t\\_gaugash@yahoo.com](mailto:t_gaugash@yahoo.com)

BSU: Mihaela Cruglișchi, [mihaelakruglitki@gmail.com](mailto:mihaelakruglitki@gmail.com); Mariana Spatari, [spatarimariana@mail.ru](mailto:spatarimariana@mail.ru)

CSU: Roșca-Sadursci Liudmila, [liudmila.sadurschi@gmail.com](mailto:liudmila.sadurschi@gmail.com); Gîrnet Slavic, [girnet\\_slavic@yahoo.com](mailto:girnet_slavic@yahoo.com)

MSU: Cara Alena, [cara\\_aliona@yahoo.com](mailto:cara_aliona@yahoo.com); Bancu Cristina, [bancu.cristina33@gmail.com](mailto:bancu.cristina33@gmail.com)

SUMPh: Gavriiliuc Pavel, [gavriiliucpavel@gmail.com](mailto:gavriiliucpavel@gmail.com); Alexandru Garbuz, [alexandru.garbuz@usmf.md](mailto:alexandru.garbuz@usmf.md); Greta Balan, [greta.balan@usmf.md](mailto:greta.balan@usmf.md)

TUM: Rostislav Călin, [rostislav.calin@isa.utm.md](mailto:rostislav.calin@isa.utm.md); Mihail Gavriilița, [mihail.gavrilita@faf.utm.md](mailto:mihail.gavrilita@faf.utm.md); Elena Gogoi, [elena.gogoi@faf.utm.md](mailto:elena.gogoi@faf.utm.md)

### Mentors:

AAU: Andreea Ioana Bujac, [andreea@business.aau.dk](mailto:andreea@business.aau.dk)

AAU: Romeo V. Turcan, [rvt@business.aau.dk](mailto:rvt@business.aau.dk)

## Assessment

The students will be assessed on the basis of:

- group project written report, and
- individual performance during the group exam.

The weight of the written project is 40% and individual performance during the group exam is 60%.

The group exam will last 2 hours, app split into: Introduction, individual presentations, short break, Q/A cross examination, feedback and final marks.

In addition to formal examination, the students' team work and projects will be informally assessed by a panel of practitioners from various industries; the first three groups will receive prizes.

## PBLIP announcements

**AESM:** <http://ase.md/avize/selectarea-studentilor-prtipicanti-la-realizarea-proiectului-interdisciplinar-pbl-pblip.html>

**USARB:** <https://media.usarb.md/2019/01/26/concurs-de-selectie-a-studentilor-usarb-pentru-participare-la-realizarea-proiectului-interdisciplinar-pbl-pblip/>

**CSU:** <http://pblmd.usch.md/wp-content/uploads/2019/01/Anunt.pdf>

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<https://www.moodle.aau.dk>

**MSU:** <http://usm.md/?p=20943&lang=ro>

**SUMPh:** <http://dreie.usmf.md/anunt-de-selectare-a-studentilor-participanti-la-realizarea-proiectului-interdisciplinar-pbl-sanatate-publica/>

**TUM:** <https://utm.md/blog/2019/01/29/anunt-de-selectare-a-studentilor-participanti-la-realizarea-proiectului-interdisciplinar-pbl-pblip/>;

[https://www.facebook.com/ciorba.dumitru/posts/2535819636433818?comment\\_id=2536211379727977&reply\\_comment\\_id=2536225306393251](https://www.facebook.com/ciorba.dumitru/posts/2535819636433818?comment_id=2536211379727977&reply_comment_id=2536225306393251); <https://utm.md/blog/2019/01/29/anunt-de-selectare-a-studentilor-participanti-la-realizarea-proiectului-interdisciplinar-pbl-pblip/>;

<https://utm.md/blog/category/pblmd/>

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Figure 1: Sustainable Development Goals



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## **Appendix 1: Project template**

**See next page**



## Project Title

**Semester:** 4

**Project theme:** Interdisciplinary project within the framework of Sustainable Development Goals

**Project period:** Feb – Apr, 2019

**ECTS:** 5

**Supervisory team:** Supervisors: 1 and 2; Mentors: Andreea Ioana Bujac; Romeo V. Turcan

**Project group number:** X

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[Name 1]

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[Name 2]

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[Name 3]

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[Name 4]

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[Name 5]

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[Name 6]

**Number of words:** XXXX

By signing this document, each member of the group confirms participation on equal terms in the process of writing the project. Thus, each member of the group is responsible for the all contents in the project.

**Chisinau, 2019**

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## **ABSTRACT**

Max 1 page, Times New Roman 12, single space

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## **5. DATA & DATA ANALYSIS**

## **6. DISCUSSION AND IMPLICATIONS**

## **7. CONCLUSION**

## **REFERENCES**

Use only Chicago style for citation and referencing:

[http://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-2.html](http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html)

### **Appendix 1: Reflections on the PBLIP process**

Group dynamics: how issues were discussed, solved, agreed upon, (dis)agreement on all steps,

Decision making process: how decisions were made, why you made specific decisions/choices e.g., in relation to problem, theory, method; what were the alternatives discussed

Relationship with supervisors/mentors: how students/supervisor prepared for meetings, how did the feedback was taken into consideration and why; how you prepared for the meeting.

### **Appendix 2: Meeting notes**

Date, agenda, attendees, chairperson and secretary (who takes notes) both on a rotating basis, decisions made, action plan before next meeting, next meeting date

**Appendix 3: Add as necessary**

## Appendix 2: Anti-plagiarism guide

According to Merriam-Webster On-line Dictionary to “plagiarize” means to:

- steal and pass off (the ideas or words of another) as one's own
- use (another's production) without crediting the source
- commit literary theft
- present as new and original an idea or product derived from an existing source

Plagiarism is an act of **fraud**: it involves **stealing** someone else's work and **lying** about it afterward (www.plagiarism.org).

The assessment of PBL Interdisciplinary Project is based on the recognition of students' **personal achievements**. Any written work that you submit must therefore be your own. Plagiarism of other people's work whether passages are copied directly without attribution, or with slight rewording, is wholly unacceptable and will be heavily penalised. This remains true irrespective of whether the work in question is listed in the reference section.

The following three rules will help you to avoid plagiarism. If you are in any way uncertain about what constitutes plagiarism always consult your supervisors.

1. The language in your submission must either be your own or a direct quote from the original author.
  - Changing a few words or phrases from another writer's work is not enough to satisfy point 1 above. The writing is either your own or the other person's; there are no in-betweens.
  - Footnotes/endnotes can be used to acknowledge that a fact or opinion comes from another writer. If the language comes from another writer, quotation marks are necessary in addition, to a footnote.

### An Example

The following original passage can be found in MacIntosh, R. and MacLean, D. (1999), Conditioned Emergence: A Dissipative Structures Approach to Transformation, *Strategic Management Journal*, Vol 20, No. 4, 1999 ... this passage appears on p299-300.

“It is clear that in many respects the content and process views of strategy are complementary if taken as a set or incomplete if treated as individual elements. If one likens the issue to a journey, the content approach has a clear destination but the means of transport is indeterminate whereas with the process approach the transport is known and in motion, but the journey is something of a “mystery tour.” One could argue that if a complete theory of strategy is in fact needed, why not just use the two approaches as appropriate as is indeed the practice in many institutions. It is our belief however that an overall framework which transforms and reconciles the mutually contradictory assumptions of each approach would constitute a significant step forward, in both practical and scholarly terms.”

Student Version	Summary
In many respects the content and process views of strategy are complementary if taken as a set or	<b>Obvious plagiarism:</b> word-for-word repetition without

incomplete if treated as individual elements.	acknowledgement.
In many respects the content and process views of strategy are complementary if taken as a set or incomplete if treated as individual elements <sup>1</sup> <hr/> (MacIntosh and MacLean, 1999).	<b>Still plagiarism:</b> The footnote alone does not help. The language in the main body of the text is still that of the original authors. Only quotation marks around the whole passage plus the page numbers where the quote appears would be correct.
The process and content views of strategy may be viewed as complementary. The content view focuses on a clear destination but doesn't explain the means of transport. The process view focuses on the means of transport but the destination remains a mystery tour.	<b>Still plagiarism:</b> The original work has been paraphrased, with a few words changed or omitted, but by no stretch of the imagination is the student writer using his own language.
'It could be argued that a complete theory of strategy is needed using the two approaches as appropriate.' (MacIntosh and MacLean, 1999)	<b>Not quite plagiarism, but incorrect and inaccurate:</b> The quotation marks indicate exact repetition of what was originally written. The student writer, however, has changed some of the original and is not entitled to use the quotation marks. Also, there is no indication of which page number the quotes were taken from.
When considering the literature on strategy research, some argue that the process and content views of strategy may be complementary so long as they are considered in tandem (e.g. MacIntosh and MacLean 1999). Indeed it has been argued that 'an overall framework which transforms and reconciles the mutually contradictory assumptions of each approach would constitute a significant step forward, in both practical and scholarly terms.' (op cit. p300)	<b>Correct:</b> In the first sentence, the student writer uses his own words to summarize a view found in the literature whilst acknowledging the source of the insight. In the second sentence, a quotation is used to make a specific point and the citation specifies which article the quote is drawn from and the page on which it appears. The quotation is also an accurate and verbatim copy from the original source.