
Updating the curricula

- Convenient methods of supporting students in paper writing

- Are there optional models of marketing the BOBCATSSS symposium to students in order to increase participation?
 - Can LIS' institutions support students in paper writing within the regular teaching programme?
 - What can be done to further stimulate students' interest in BOBCATSSS?
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Background:

- The teaching programme is undergoing a thorough revision in order to accord with the Bologna model for higher education.
 - The Swedish Higher Education Act states that “[u]niversities should promote students’ understanding of international conditions and of other countries as well as exchanging knowledge to others within as well as outside the university environment”.
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Purpose:

- To examine if and how models of marketing the BOBCATSSS symposium to students have developed since the last investigation from 2003.
 - To see how the institution works today to support students in paper writing within the regular teaching programme.
 - To discuss what could be done to further improve the interest in writing BOBCATSSS paper among students.
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The first course in 2002:

- Voluntary course of 7,5 credits.
 - “firstly the students should learn what distinguishes a conference and a conference paper,
 - secondly they should practise writing and presenting a paper in English, based on a compulsory course paper.”
 - Seven students participated, all passed and were accepted for the symposium in Torun 2003.
 - The teachers involved presented the paper “*Writing and presenting papers for international conference*”.
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Marketing BOBCATSSS to students and to the University College of Borås

Three periods of marketing strategies:

1. The first term. Students get information about the concept, what BOBCATSSS stands for, some history.
 2. The second term. Information about the symposium to come, the possibility of writing an extended essay in English.
 3. Information department writes an article in relation to the symposium. Published on the official web site.
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How do the institution work today?

May: Paper writing in English

- Supervision ten hours per paper
- Extra BOBCATSSS supervision ten hours per paper (a few hours during the course, but basically during the preparation for the symposium.)
- Language support if needed.

June: Paper writers form their own seminars

Sept-Jan: Continuous support during the students' preparatory work

How to coordinate paper writing and the extended essay course

- Find aspects to discuss from the current topics.
 - Organise the text due to both the guidelines for paper writing and the demands of scientific depth for extended essays.
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Preparation for participation:

Meetings during the autumn:

September: preliminary information, deadline for abstracts
(2007 May)

October: acceptance for participation (2007 July), discussion
of financial matters

November: planning the journey, deadline for papers

December: power point construction, practical details

January: Practice, Practice, Practice

What could be done to further stimulate interest in paper writing?

- Include paper writing within in the regular teaching programme is recommended.

Or:

- Provide optional courses in paper writing if possible.
 - Form a disposition of essays that makes it uncomplicated to transform them into papers.
 - Provide language support, from teachers or from the Student Support Department (if there is any).
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What could be done to further stimulate interest in BOBCATSSS?

- Improve marketing strategies at the particular institution.
 - Official marketing continuity with support from the executive department.
 - Collaboration with other universities.
 - Exchange of experiences between institutions.
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Are there optional models of marketing the BOBCATSSS symposium to students in order to increase participation?

NO!

Can LIS' institutions support students in paper writing within the regular teaching programme?

YES!

What can be done to further stimulate students' interest in BOBCATSSS?

More good ideas?

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