



### NARRATIVE ACTIVITY COMPLETION REPORT<sup>1</sup>

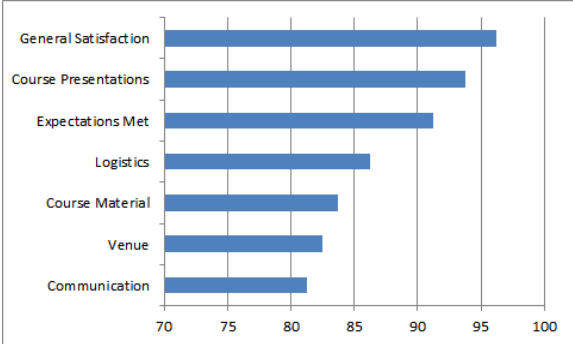
ACTIVITY FACTS		
<b>Name of Platform</b>	Environment and Climate; Growth and Employment	
<b>South Partner Institution</b>	University of Ghana, Legon (UoG), Institute for Environment and Sanitation Studies	
<b>Activity name</b>	Scientific Writing Course - Modules I and II	
<b>Main responsible resource person(s) for activity from South partner institution<sup>2</sup></b>	Chris Gordon, UoG Institute for Environment and Sanitation Studies Kwadwo Ansah Koram, UoG Noguchi Memorial Institute	
<b>Main responsible resource person(s) for activity from Danish university<sup>3</sup></b>	Henrik Balslev (HB) Peter Furu (PF) Christian Pilegaard Hansen (CPH)	
<b>Workplace of Danish resource person(s)</b>	Aarhus University (HB) University of Copenhagen (CPH, PF)	
<b>Start and end of implementation (dd/mm/yy)</b>	<b>Start:</b> Module I: 11/01/13; Module II: 19/04/13 <b>End:</b> Module I: 15/01/13; Module II: 23/04/13	
ACTIVITY DESCRIPTION		
<b>Brief description of planned activity<sup>4</sup></b>	<b>Purpose</b>	This activity relates to LFA specific objectives 1 and 2 on establishment of educational programmes and research networks. The aim of the “Scientific Writing Course” (SWC) was to enhance the capability of participants to write good scientific papers. The SWC emphasized quality of writing and dissemination with a view to improving readability, maximising the contribution of the research done and improving the opportunities for publishing. The SWC furthermore addressed quantity of scientific production by initially focussing on the issue of increasing productivity through peer-guidance, best-practices in organisation of work, co-operation, choice of partners/co-authors and group-dynamics in scientific writing.
	<b>Content</b>	Key issues covered during the course included: Initial journal selection, work efficiency for productivity and impact; team work in scientific writing, outlining format and content; building a scientific paper block-by-block (IMRaD); submission and peer review and publishing process; ethics

<sup>1</sup> Must be filled and submitted to Platform Secretariat no later than 2 weeks upon completion of activity.

<sup>2</sup> All responsible parties must sign Activity Completion Report before submission.

<sup>3</sup> All responsible parties must sign Activity Completion Report before submission.

<sup>4</sup> Use LFA (and/or Monitoring Matrix) as a point of departure, where relevant

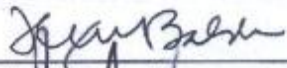

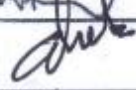
		incl. plagiarism. An important component related to the individual writing assignments between course modules emphasizing concrete work on own research material. (See attached Programme for the course's two modules).																
	Contribution to research capacity building	The present SWC will contribute to the expected output (2a) described in the <b>LFA</b> of the BSU Inception Report with “ <i>Up to five scientific writing workshops held at the African universities resulting in up to 25 submitted research publications</i> ”; In the present course, 20 participants have gained knowledge and practical experience in scientific writing working with concrete, personal research material which may eventually lead to submission and subsequent publication of results.																
	Indicators	The training course has been held according to plan (LFA Output 1a). One research publications has been published as a direct result of the training (LFA Output 2.a.5) and several others are close to submission.																
	Other relevant details/comments	<p>The course as a whole was evaluated by participants with an overall very high score (see attached evaluation summary).</p>  <table border="1"> <caption>Evaluation Scores</caption> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>General Satisfaction</td> <td>96</td> </tr> <tr> <td>Course Presentations</td> <td>94</td> </tr> <tr> <td>Expectations Met</td> <td>91</td> </tr> <tr> <td>Logistics</td> <td>86</td> </tr> <tr> <td>Course Material</td> <td>84</td> </tr> <tr> <td>Venue</td> <td>82</td> </tr> <tr> <td>Communication</td> <td>81</td> </tr> </tbody> </table> <p>The results of the evaluation reflect a great need for similar courses and an appreciation of its availability. A Dropbox course folder has been established where all course materials have been uploaded. Access has been given to all participants.</p>	Category	Score	General Satisfaction	96	Course Presentations	94	Expectations Met	91	Logistics	86	Course Material	84	Venue	82	Communication	81
Category	Score																	
General Satisfaction	96																	
Course Presentations	94																	
Expectations Met	91																	
Logistics	86																	
Course Material	84																	
Venue	82																	
Communication	81																	
<b>Number of participants</b>	Target	The target groups included senior faculty members, early and mid-career researchers, and PhD-students.																
	Result	Module I: 30 participants registered Module II: 20 participants registered. Eventually 16 participants received the certificate for full participation in both modules.																
<b>Describe/explain deviations</b>	<b>Collaboration:</b>																	

<p><b>from planned activity</b> (timing, number of participants, content of activity, venue, etc.)</p>	<p>The assignment holders decided at an early stage of preparations to work together across BSUEC and BSUGEP platforms thereby benefitting on their collective knowledge and experience in the field. Approach was made early to local counterparts with whom good interaction has taken place on finalization of course outline and content. Good logistical support from the University of Ghana BSUEC Secretariat (platform officers) was experienced throughout. The planning was somewhat delayed because the first contact person at UoG (Prof Gordon Adika) had to withdraw. He was replaced by Prof Kwadwo Koram who took over even though he represented the Health Platform. Eventually, Prof Chris Gordon from the Institute for Environment and Sanitation Studies, which is involved with the BSUEC platform, took over responsibility and organized the participation of three facilitators, Drs. Elaine Lawson, Adelina Mensah and Benjamin Ofori. Due to their late involvement they were, unfortunately, not able to influence the course content before it had to be finally fixed. During the course Module 2 the participation of the facilitators was hampered by their excessive working load related to the recuperation of classes following a long strike at the University. Finally Professor Paul Yankson contributed at the closing of Module II.</p> <p><b>Timing:</b> The course was deliberately divided in two parts to allow time for participants to work on own manuscripts in between course modules.</p> <p><b>Participants:</b> The course witnessed a drop-out of participants mainly due to other commitments as a faculty member with teaching obligations or as BSU fellowship holders. From the perspective of scientific disciplines represented in the group of participants there was a perhaps too broad range of disciplines. At times it was difficult for participants to give constructive feedback (peer review) on work by colleagues in other fields.</p> <p><b>Content:</b> Implementation according to plan with a division of responsibilities between all facilitators.</p> <p><b>Venue:</b> It worked well in terms of having the necessary set-up for a flexible seating arrangement (for group work).</p> <p><b>Follow up:</b> Professor Chris Gordon was invited by University of Dar es Salaam to perform the same role of the Danish facilitators for a week long course in Scientific Writing - this demonstrates issues of both sustainability and south south co-operation</p>
<p><b>Main lessons learned</b> (list 3-5 issues)</p>	<ul style="list-style-type: none"> <li>• From the expressed course expectations by participants and the analysis of the course evaluation the course meets a great need for capacity strengthening in the area of scientific writing and for contributing to better quality and quantity of scientific publications.</li> <li>• The group of participants was probably too heterogeneous for optimal use of individuals' knowledge and capacities.</li> <li>• Participants learnt better because the course was participatory and hands-on</li> </ul>
<p><b>Suggestions for follow up activities</b></p>	<ul style="list-style-type: none"> <li>• The course may be supplemented with training in a) "science writing" (e.g. policy briefs, shorter popular articles) b) research communication and knowledge management</li> <li>• Establishment of "scientific writing groups" at faculties for sharing knowledge and for inter- and cross-disciplinary</li> </ul>

informal peer review of the work by colleagues.

- Start the process to embed scientific writing course into the UoG training of young researchers.
- **Follow Up:** The University of Ghana has introduced a new four year PhD with one year of course work. Most Faculties and Schools have incorporated as a core course modules in scientific writing.

**Activity Completion Report submitted by:**

NAME	CONTACT DETAILS <sup>5</sup>	SIGNATURE
HENRIK BALSLEV	<a href="mailto:HENRIK.BALSLEV@BIOLOGY.AU.DK">HENRIK.BALSLEV@BIOLOGY.AU.DK</a>	
PETER FURU	<a href="mailto:FURU@SUND.KU.DK">FURU@SUND.KU.DK</a>	
CHRIS GORDON	<a href="mailto:CGORDON@UG.EDU.GH">CGORDON@UG.EDU.GH</a>	
KWADWO KORAM	<a href="mailto:KKORAM@NOGUCHI.MIMCOM.ORG">KKORAM@NOGUCHI.MIMCOM.ORG</a>	