

Subject name/code:	Academic Conferences: Participation and Organization / BDI-DK-0060A
Subject coordinator:	Head of the Doctoral School
Lecturer(s) of the subject:	Dr. habil. Ildikó Limpár, associate professor, Dr. habil. Kinga Földvály, associate professor, Dr. Melinda Dabis, senior lecturer, Dr. Veronika Schandl, associate professor
Credits:	5
Lesson type:	seminar
Brief subject description:	Participating in scientific conferences is essential for doctoral students and established researchers alike as these events form a vital aspect of professional development, besides international and interdisciplinary collaboration. The course introduces students to strategies and skills required for successful participation in conferences and for organizing such events. The course is designed to map out various aspects of conferences with a practical approach, and to equip students with applicable skills. Understanding the importance of conferences, exploring the conference landscape, and an overview of various conference types and formats help students navigate the wide spectrum of various scientific events.
Theoretical knowledge to be acquired:	Because of the predominantly practical nature of the course, there is no specific theoretical knowledge to be acquired.
Practical knowledge to be acquired:	Effective conference participation includes: <ul style="list-style-type: none"> • abstract submission • conference paper development • presentation and technological skills The discussion will also cover soft skills, e.g.: <ul style="list-style-type: none"> • conference etiquette • networking • collaboration • correspondence Students will also gain insight into the planning and organization of academic conferences, addressing issues such as: <ul style="list-style-type: none"> • compiling and disseminating a call for papers • program development • logistics • budgeting
List of the most important required literature (2–4 pieces) with bibliographical details (author, title, edition or specific pages, ISBN)	Downing, Matthew. “Creating an Effective Conference Presentation: A Reflective Practice on Challenges in Creating an Effective Conference Presentation”, <i>Journal of Scholarly Engagement</i> , vol. 5 iss. 2, 2022, pp. 34–43. DOI: 10.9743/jse.2022.5.2.4 Hanganu-Bresch, Cristina, Kelleen Flaherty. <i>Effective Scientific Communication: The Other Half of Science</i> . Oxford University Press, 2020. ISBN 978-0190646813 Lantsoght, Eva. <i>The A-Z of the PhD Trajectory</i> . Springer, 2018. ISBN 978-3-319-77424-4 Reynolds, Garr. <i>Presentation Zen: Simple Ideas on Presentation Design and Delivery</i> . New Riders, 2011. ISBN 978-0-321-81198-1
List of the most important recommended literature (2–4 pieces) with bibliographical details (author, title, edition or specific pages, ISBN)	Seekings, David; Farrer, John. <i>How to organize effective conferences and meetings</i> . London, Kogan Page, 1999. ISBN 9780749430771 Kane, Binita, et al. “How Can We Make Attendance at Scientific Conferences Inclusive?” <i>BMJ: British Medical Journal</i> , vol. 379, 2022, p. 1. JSTOR, https://www.jstor.org/stable/27424169 .

	<p>Nabavi, Nikki, et al. "You're on Mute': How to Organise a Virtual Medical Conference." <i>BMJ: British Medical Journal</i>, vol. 371, 2020, pp. 1–3. <i>JSTOR</i>, https://www.jstor.org/stable/27240711.</p> <p>Online sources: Mewburn, Inger. <i>The Thesis Whisperer</i>. Blog. https://thesiswhisperer.com/ Lantsoght, Eva. <i>PhD Talk</i>. https://www.evalantsoght.com/</p>	
Theory to practice ratio:	Number of theoretical contact hours: 0	Number of practical contact hours: 26
Applied teaching methods:	<p>The course uses a practical, hands-on-approach, guiding students through the process of applying and preparing for participation at a scholarly conference. Students share their own work and discuss them in a group, in this way honing their observational and critical skills as well. Methods include</p> <ul style="list-style-type: none"> • individual and pair/group work • discussion • illustration • short presentation • situational exercises • peer observation • discussion of observation aspects <p>Concerning conference organisation, students are expected to take active part in the organisational tasks of in-house conferences, including the preparation of conference calls for papers, communication with participants, administrative departments and service providers; trouble-shooting and responding to academic or personal queries. Methods include</p> <ul style="list-style-type: none"> • text processing • individual and group project work • peer observation • discussion of observation aspects • situational exercises 	
Method of assessment:	<p>Because of the practical nature of the course, the seminar relies on continuous assessment, and hands-on assignments related to conference participation and organization.</p> <p>Three-level grading is used, with evaluation based on the student's active participation in class discussions and team projects (25%), written presentation of a conference abstract, followed by the preparation of a conference paper and its presentation with visual aids (50%); hands-on involvement in the organisation of in-house conferences, including communication with participants, programme design and on-the-spot assistance (25%)</p>	
Assessment criteria:	<p>TVSz § 33 (9) Attendance at seminars and practical sessions as well as the completion of the mid-semester study requirements is compulsory. (Up to 3 absences are allowed, but the student is expected to complete their coursework and come prepared to the next class even after a missed class.)</p> <p>In order to achieve a grade of excellent (5), a student is expected to</p> <ul style="list-style-type: none"> • take an active part in class discussions, raising relevant questions and contributing to the development of group projects 	

	<ul style="list-style-type: none"> • show initiative in addressing relevant issues of the organisation of conferences • present their research proposal in the form of a coherent and clearly phrased conference abstract, and present their research findings in a highly innovative, convincing conference paper • choose the appropriate technological tools to prepare visual or textual aids to accompany their conference presentation, and acquire the necessary expertise to use such skills in their own presentation, or offer assistance to others • act as a reliable and responsible member of the organising team of a scholarly conference, showing initiative in programme design and issues of academic networking, displaying the necessary scholarly competences, technological skills and soft skills <p>In order to achieve a grade of pass (3), a student is expected to</p> <ul style="list-style-type: none"> • participate in class discussions, and complete all written assignments • observe and respond to peer presentations • present their research proposal in a clear and coherent way, showing their own research findings in a manner that allows participants to follow and respond to the presentation • use the required presentation technologies with competence, even if not at an expert level • take part in practical organisational issues of an in-house conference <p>A grade of fail (1) will be granted to students who</p> <ul style="list-style-type: none"> • are absent on more than three occasions during a semester • fail to present their own written or oral work, or present it in an unsatisfactory manner or quality • do not take an active part in class discussions, peer observation and situational practice tasks • do not display the required technological or soft skills during conference organisation or the actual event
<p>How the subject contributes to the achievement of the learning outcomes at level 8 of the MKKR, as identified as learning outcomes in the doctoral school's training programme?</p>	<p>The completion of the course primarily strengthens competences related to research dissemination, scholarly communication, and professional engagement within the academic community. It enhances students' ability to prepare and present research in a methodologically sound manner, to critically position their work within broader disciplinary debates, and to respond constructively to scholarly feedback. Participants develop skills in designing and advancing research projects, adapting their work to different professional contexts, and addressing emerging or unexpected research questions. The course also fosters the capacity to build and communicate meaningful academic connections, engage confidently as peers in professional discussions, and assume both cooperative and leadership roles in the planning and organisation of academic events.</p>