**Приложение**

**к Рабочей программе дисциплины**

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

**Федеральное государственное автономное**

**образовательное учреждение высшего образования**

**«Национальный исследовательский Нижегородский государственный университет**

**им. Н.И. Лобачевского»**

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| Институт экономики и предпринимательства |

(факультет / институт / филиал)

#### Кафедра мировой экономики и таможенного дела

#### (наименование кафедры)

УТВЕРЖДЕНО

решением ученого совета ННГУ

протокол от

«16» Июня 2021 г. № 8

**ФОНД**

**ОЦЕНОЧНЫХ СРЕДСТВ**

**Введение в проектную деятельность**

Направление подготовки 38.03.01 «Экономика»

Направленность «Мировая экономика (преподавание на английском языке)»

Квалификация (степень) выпускника

бакалавр

Форма обучения

Очная

Нижний Новгород

2021

**Приложение**

**к Рабочей программе дисциплины**

**Ministry of Science and Higher Education of the Russian Federation**

**Federal State Autonomous Educational Institution of Higher Education**

National Research Lobachevsky State University of Nizhny Novgorod

Institute of Economics and Entrepreneurship

Department of the International Economics and Customs Affairs

APPROVED

by the decision of the Academic Council of UNN

protocol № 8 dated «16» June 2021

**FUND OF ASSESSMENT TOOLS**

**FOR ACADEMIC COURSE**

**Introduction to Project Activity**

Level of Higher Education

|  |
| --- |
| **Bachelor** |

Area of Study

|  |
| --- |
| **38.03.01 «Economics»** |

Program

|  |
| --- |
| **World Economy** |

2021

***The purpose of the assessment fund.*** Assessment tools are designed to monitor and evaluate the students’ achievements who mastered the course «Introduction to Project Activity» . The list of assessment tools corresponds to the Study Program of the discipline.

**1. The fund of assessment tools** includes control materials for current control in the form of tests and practical assignments and intermediate certification in the form of questions and assignments for the exam /test.

**2.The planned learning outcomes, correlated with the planned learning outcomes of the educational program (competencies and indicators of competencies achievement)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Competencies** | **The planned learning outcomes, in accordance with the indicator of achievement of competence** | | **Assessment tools** |
| **Indicator of competence achievement** | **Learning outcomes** |
| GPC-OS-7. Is able to engage in innovative entrepreneurial activities | GPC 7.1. Organises the process of searching, analysing, systematising and selecting information required to develop projects in the field of innovative entrepreneurship  GPC 7.2. Evaluates the effectiveness of a business idea and develops a business plan in the framework of innovative entrepreneurial activities | *To know the main groups of risks of innovative and entrepreneurial activity, the means of their resolution, indicators of risk assessment measures;* *methods of collecting and processing information;*  *To be able to search, analyze, systematize and select information necessary for the development of projects in the field of innovative entrepreneurship;*  *To have the skills of search, analysis, systematization and selection of information necessary for the development of projects in the field of innovative entrepreneurship; the skills of determining the ideological and humanistic potential of the project.* | *Tests*  *Practical assignments*  *Practical assignments* |
|
| PC-2. Is able to critically evaluate the results of managerial decisions and develop proposals for their improvement, taking into account efficiency criteria, possible risks and socio-economic consequences | PC 2.1. Critically evaluates the results of managerial decisions | *To know methods of critical analysis and assessment of modern scientific achievements, as well as methods of generating new ideas in solving research and practical problems, including in interdisciplinary fields; features of the project management approach; basic principles of project management; main problems hindering successful project management and ways to resolve them;*  *To be able to evaluate and monitor the effectiveness of the project;*  *To have the skills of critical analysis and assessment of modern scientific achievements and the results of activities in solving research and practical problems, including in interdisciplinary fields; the main methods and techniques for evaluating management decisions.* | *Tests*  *Practical assignments*  *Practical assignments* |
| PC 2.2. Develops proposals for the improvement of managerial decisions taking into account efficiency criteria, possible risks and socio-economic consequences | *To know skills of project management processes, inputs and outputs of each process;*  *To be able develop proposals for improving management decisions, taking into account performance criteria, possible risks and socio-economic consequences; analyze alternative options for solving research and practical problems and assess the potential gains / losses of the implementation of these options; when solving research and practical problems, generate new ideas that can be operationalized, based on available resources and constraints; set goals and objectives at each stage of the project;*  *To have the skills to develop proposals for improving management decisions, taking into account the criteria of efficiency, possible risks and socio-economic consequences; the main approaches to resolving conflicts in project management and methods of effective communication.* | *Tests*  *Practical assignments*  *Practical assignments* |

**3. List of control tasks and other materials needed to assess knowledge and skills**

**3.1. QUESTIONS FOR** **PASS/FAIL TEST**

|  |  |  |
| --- | --- | --- |
| № п/п | Questions | Code of competence |
| 1 | History and state of development of the problem of social technologies. | GPC-OS-7; PC-2 |
| 2 | Social technologies as a special kind of technology. | GPC-OS-7; PC-2 |
| 3 | Projectivism and constructivism in socio-cultural practice as a prerequisite for social technologies. | GPC-OS-7; PC-2 |
| 4 | The problem of projecting typology | GPC-OS-7; PC-2 |
| 5 | The concepts of "social engineering", "social and humanitarian projecting", "social technologies". | GPC-OS-7; PC-2 |
| 6 | Advantages and disadvantages of using the project method in educational activities. | GPC-OS-7; PC-2 |
| 7 | Project presentation and project content - which is more significant for attracting interest to the project. | GPC-OS-7; PC-2 |
| 8 | Value vectors in the ways of applying social technologies and projecting. | GPC-OS-7; PC-2 |
| 9 | Applications and benefits of project management. | GPC-OS-7; PC-2 |
| 10 | What are the basic concepts of project activities. | GPC-OS-7; PC-2 |
| 11 | Standards in the field of project activities, the possibility of their application in the Russian context. | GPC-OS-7; PC-2 |
| 12 | The main roles of the participants in project activities. Separation of responsibility and authority: customer, sponsor, project manager, project participant. | GPC-OS-7; PC-2 |
| 13 | Project structure, assignment of key roles, planning of interaction and communications. | GPC-OS-7; PC-2 |
| 14 | Project communications management. | GPC-OS-7; PC-2 |
| 15 | Professional responsibility. Code of Ethics. | GPC-OS-7; PC-2 |
| 16 | Critical project success factors and common reasons for project management failure. | GPC-OS-7; PC-2 |
| 17 | Team spirit and team building concepts. | GPC-OS-7; PC-2 |
| 18 | Terms of team formation. Problems of team formation and methods of overcoming them. | GPC-OS-7; PC-2 |
| 19 | Distribution of roles in the team: role, types of roles, principles of distribution of roles. | GPC-OS-7; PC-2 |
| 20 | Leadership types and their features. Applicability of different types of leadership to project management. | GPC-OS-7; PC-2 |

**3.2. Typical assignments for current monitoring of progress**

**3.2.1. Tests, for assessing the competence of** **GPC-OS-7, PC-2**

1. The goal of the project is:

1. A formulated problem that will have to be faced in the process of project implementation

2. A statement formulating the general results that one would like to achieve in the course of the project

3. Comprehensive assessment of the baseline and the final result based on the results of the project

2. A project differs from a process activity in that:

1. Processes are shorter in time than projects

2. To implement one type of process, one or two performers are required; to implement a project, many performers are required

3. Processes are of the same type and cyclical, the project is unique in its purpose and methods of implementation, and also has clear start and end dates

3. Which of the following is not an advantage of the project organizational structure?

1. Connecting people and equipment happens through projects

2. Teamwork and a sense of belonging

3. Reduction of communication lines

4. Project participants are:

1. Consumers for whom the project was intended

2. Customers, investors, project manager and his team

3. Individuals and legal entities directly involved in the project or whose interests may be affected in the course of the project

5. The subject area of ​​the project is

1. The scope of design work and their content, a set of goods and services, the production (implementation) of which must be ensured as a result of the project

2. Directions and principles of project implementation

3. Reasons why the project was created

6. The project is

1. This is WHAT we want to do

2. Conditions necessary to achieve the goal, the framework in which the project is being implemented, for example, the framework of the law, regulations on the competition of projects, etc.

3. Concept, idea, image, embodied in the form of description, justification, calculations, drawings, revealing the essence

7. The project, the customer of which may decide to increase its final cost in comparison with the original, is:

1. Simple

2. Short term

3. Long-term

**Ответы к тестам**

|  |  |
| --- | --- |
| Номер вопроса | Ответ |
| 1 | 2 |
| 2 | 3 |
| 3 | 3 |
| 4 | 3 |
| 5 | 1 |
| 6 | 3 |
| 7 | 3 |

**3.2.3. Exercise, for assessing the competence of GPC-OS-7, PC-2**

***Tasks for the formation of "flexible skills"***

Fine motor exercises

Students are invited to split into pairs, join hands as if greeting, at the instructor's command, twist the thumbs of each pair clockwise so as not to touch each other. The teacher can command to change the direction of movement several times. Those who touched each other quit the game. Change partners after 3-4 minutes.

Exercise "Calm and Aggressive Responses"

Write down the various situations in which students may find themselves on pieces of paper. In turns invite them to take a piece of paper with the situation and read the description aloud. After that, everyone needs to react in three ways: calmly, confidently and aggressively.

Examples of situations:

1. A friend is talking to you but you want to leave.

2. A classmate distracts you from important work, asks questions that interfere with concentration.

3. You can’t get off the bus because it is overcrowded.

4. Peers force you to miss the lecture by saying that “you are just a coward and a child.”

5. The teacher makes a public comment to you.

Game "One man in the field is not a warrior "

Divide the students into 2 teams at random. Give each a writing sheet and a pen. Within 3-5 minutes, participants individually write 5 of their strengths and weaknesses. Then the teams unite in order to form the strengths and weaknesses of the entire team. Allow 10-15 minutes for this stage, depending on the number of people.

Ask 1 member of the team to talk about the top 5 strengths and weaknesses of his group.

Discussion:

• Was it difficult to write down your strengths and weaknesses?

• Was it difficult to organize the information?

• What conclusions did you draw?

• What could your team do, and what should not be tackled?

• How were the roles assigned in the teams?

• What (or who) your team is missing?

• Did the teams turn out to be identical in their skills?

***Role Interaction Assignments***

*Game "Six Thinking Hats"*

The Six Thinking Hats method is a role play method. Putting on a hat of a certain color (literally or mentally), a person plays a certain role that corresponds to it, looks at himself from the outside, looks at the problem from a certain point of view. Changing hats he changes roles and perspective on the issue.

***White Hat*** means objective facts and figures. Facts and figures too often become part of the argumentation supporting a particular point of view. Facts are more often cited with a certain purpose than report what really is. It is important for us to find out both what we know on this issue and what we do NOT know. We must ask ourselves and our opponent the following questions:

• what information is available;

• what information is needed;

• how and where we can get the missing information.

Key points:

• highlight conflicting points of view;

• evaluate the relevance and accuracy of the information;

• separate facts from assumptions;

• identify actions needed to close the gaps;

• learn about moods and emotions.

Thinking in a ***red hat*** is associated with emotions and feelings, as well as with irrational aspects of thinking (intuition, premonitions). Thinking in a red hat is almost the exact opposite of thinking in a white hat - neutral, objective, almost completely devoid of emotional overtones. But it plays an important role, if you exclude emotions and feelings as components from the thinking process, then they will hide in the background and will imperceptibly affect thinking, distort vision and, as a result, direct the focus of attention in one direction, not giving breadth of perception the whole picture.

Thinking in a red hat makes it clear:

• how I feel now;

• what my intuition tells me;

• what my “inner voice” tells me.

In addition, a good decision must end with emotions. Emotions are a very reliable indicator of satisfaction with the process of considering an issue, a solution and possible consequences. If our head tells us that the decision we made was right, but there is longing in our souls, is it right to say that this is exactly what we need, that our needs (at all levels) are satisfied.

Key points of using the red hat:

• limit yourself to 30 seconds;

• you are allowed to express feelings, hints of intuition and "inner voice";

• no need to make excuses and explain the reasons for your feelings;

• use as part of the thought process to facilitate decision-making;

• apply after making a decision.

***Black Hat*** thinking should be logical and truthful, it is not a critical attack, it is a critical study. Thinking in Black Hat should be based on the logic of conformity and non-conformity. This is not about "I will prove to you that you are wrong", this is a critical ANALYSIS of the problem. Wearing the Black Hat we find out the consequences, factors, influence of the process or the implementation of our decision on values, we carry out a check for compliance and non-compliance, for shortcomings.

The questions we ask wearing the Black Hat are:

• what are the possible problems;

• what are the likely difficulties;

• what you need to pay attention to;

• what is the danger.

Key points of thinking in Black Hat:

• helps in making the right decision;

• indicates difficulties;

• explores weak points;

• may match a white hat;

• an extremely effective assessment tool when used after the Yellow Hat.

***Yellow Hat*** requires a conscious effort. Unfortunately, there are more natural reasons for negative attitudes than positive ones. Thinking in the Black Hat can protect us from mistakes, risks and dangers. Positive thinking should be a mixture of curiosity, pleasure, and a desire to get things done.

Wearing the Yellow Hat questions:

• what are the benefits;

• what are the positive aspects;

• what is the value;

• whether the concept of the proposal is attractive;

• whether it can be realized.

The ***Green Hat*** thinking has a lot to do with new ideas and ways of looking at things. By putting on the Green Hat, one goes beyond old ideas to find something better. The green hat is associated with changes. Green Hat Thinking is a deliberate and concentrated effort of the mind to seek creative ideas and alternatives.

Wearing the Green Hat questions:

• what creative ideas are available;

• what are the possible alternatives;

• how to overcome the difficulties discovered wearing the Black Hat.

Creativity is needed when all other methods have failed. Creative thinking may require provocative statements with deliberately irrational ideas. It includes a "thought experiment", when connecting the Yellow and Black hats, we can evaluate the proposed alternatives and non-ordinary solutions (what are the good sides?; What are the difficulties and dangers?)

The ***Blue Hat*** is a special hat. It is a reflective thinking, thinking about thinking. Wearing the blue hat, we manage the process of perception and processing of incoming information. Focusing is one of the key roles of blue hat. Asking the question is the easiest way to focus your thinking. Here you need certain skills and abilities: the ability to ask the right questions, the ability to accurately define and formulate a problem, the ability to set a task for thinking. Wearing the blue hat we draw up a program: regulations in the broadest sense of the word; what hats we will use and in what order (simple and complex sequences). Under the Blue Hat, we make generalizations and conclusions (observation and review; comments; summing up, conclusions).

Wearing the Blue Hat questions:

•how to begin;

• what's on the agenda;

• what are the goals;

• what hats to use;

• how to summarize;

•what to do next.

Questions for reflection:

1. What new have I learned about working with information?

2. Is the information contained in the statement of the interlocutor or in the printed text and not supported by expressive facial expressions and gestures always a fact? How can you check the truth of a statement?

3. Can an expressive statement always be attributed to emotions?

4. Wearing what hat, after considering various options for solving a problem, do we make the final choice? How can you check the correctness of the decision for the person himself?

5. What kind of thinking, critical or positive, is more developed in the "Western" person and is most often used?

6. Are there absolutely positive or negative events, ideas, character traits, etc.?

7. What can happen if you use only positive or only critical thinking when solving a problem or assessing a situation?

8. Wearing what hat do we define and formulate a problem?

9. What will be the process of addressing a situation or problem if there is no framework and regulation?

10. In what situations can the consideration of the question end with thinking in the Green Hat?

11. Thinking in which hat was the most difficult and unusual for you? In which hat it was the most pleasant for you to work? What, in your opinion, did you succeed and what did not work out?

The game "If I were ..."

Each participant chooses something for himself (ice cream, lampshade, chair, pen, etc.) and plunges into its world, imagines himself as this thing, feels its “character”. On behalf of this thing, he tells how it feels in the world around it. Tells us about its worries, its past and future. When talking about an extraneous random subject, participants involuntarily talk about themselves, which leads to self-disclosure and the formation of skills in managing their emotions.

***Tasks for interaction in a conflict situation***

Game "Emergency"

The presenter divides the audience into groups of 6-7 people. All participants are given cards with tasks that must not be shown to each other. Then he announces the legend.

Each group represents a small air conditioner company. Over the past month, sales have tripled. But today there are complaints from customers that the air conditioners are not working. A check was carried out inside the company, and it turned out that the entire last batch was defective. The director called an urgent meeting to deal with the current problem. Employees receive their assignment forms.

It is necessary that the group has at least 6 people. Give the audience 10 minutes to discuss. Further, each leader must announce to the coach the solution to the problem.

Each group has two random observers who analyze the behavior of the participants during the game. After finishing, everyone can open their tasks.

Materials: cards with assignments.

1 LEADER Your task is to make a final decision in connection with the situation that has arisen. Organize your team so that the meeting is as effective as possible. At the end of the meeting, distribute areas of responsibility among the participants. You can tell your role to colleagues.

2 OBSERVER 1 Your task is to observe what is happening at the meeting and analyze the behavior of each player. Also, try to identify the second observer. You can participate in the meeting, but very passively. If asked about your position, introduce yourself as a department manager.

3 OBSERVER 2 Your task is to observe what is happening at the meeting and analyze the behavior of each player. Also, try to identify the second observer. You can participate in the meeting, but very passively. If asked about your position, introduce yourself as a department manager.

4 DEPARTMENT MANAGER Participate actively in the discussion process. Your task is to analyze the situation and offer the most correct solution. You can tell your role to colleagues.

5 DEPARTMENT MANAGER Participate actively in the discussion process. Your task is to analyze the situation and offer the most correct solution. You can tell your role to colleagues.

6 DEPARTMENT MANAGER Participate actively in the discussion process. Your task is to analyze the situation and offer the most correct solution. You can tell your role to colleagues.

7 COURIER DEPARTMENT You accidentally come to a meeting. Your task is to suggest impossible and strange things (for example, throw out the whole batch and close the company). If asked about your position, introduce yourself as a department manager.

***Emotional Intelligence Tasks***

Emotion Recognition Exercises

The exercise includes a list of emotions (emotional states) recommended for psycho-gymnastics and checking mutual understanding between people, and a procedure for training these emotions. List of emotions to practice:

1. Self-confidence,

2. Mockery,

3. Angry indignation,

4. Inspired daydreaming,

5. Light sadness,

6. Dreary sadness,

7. Children's resentment,

8. Dull obedience,

9. Wicked tenacity,

10. Dangerous vigilance,

11. Contempt,

12. Fatigue

13. Calm superiority,

14. Kinghood,

15. Relaxed contentment,

16. Joy,

17. Sad tearfulness,

18. Surprise

19. Admiration,

20. A strong request,

21. Deceit,

22. Tenderness and gratitude.

One of the students makes (expresses) an emotional state from the list, the other guesses this emotional state by his expressive movements. The only condition is that emotions are expressed without words and by means of only natural, everyday expressiveness. The exercise can be performed in pairs, or in groups of 4-5 people. But not in front of the entire audience.

Exercise "Pass the mask!"

The presenter fixes a certain expression (mask) on his face, turns to the neighbor on the left and “gives him the expression of his face,” which he must repeat exactly. As soon as the neighbor on the left has completed the task, he changes his facial expression to a "new mask" and passes it on to the next participant. So everyone in turn "copy" and "transmit" the mask.

Authors :

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«» \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2021 г.

Приложение 1

**Typical assignments for learning outcomes assessment**

(рекомендуемое)

*преподаватель выбирает из данного перечня* ***только*** *те оценочные средства, которые он использует в преподаваемой дисциплине.*

|  |  |  |  |
| --- | --- | --- | --- |
| № | Type of assessment tools | Brief characteristics of assessment tools | Description of tools |
| 1 | Report | The result of a student’s independent work in the form of a public speech with the presentation of the results of the student's research on proposed topics | Topics of Reports |
| 2 | Control Assignment | A tool for skills assessment showing how a student can  - apply his knowledge for solving problems of a certain type in a special topic or problem  - use his knowledge in the process of solving practical problems  - navigate in the information space  - show the level of development of analytical, research skills, practical skills and creative thinking. Can be performed individually or by a group of students | Set of Control Assignments |
|  | Case Study | A problem-focused task, in which the learner should understand a proposed real-life professionally-oriented situation and try to solve this problem. | Task |
|  | Test | A system of standardized tasks for measuring the level of students’ knowledge and skills automatically. | Set of Tests |