

**Приложения к заявке «Academic phrase bank»:
«база знаний»/ресурс для написания ВКР»**

Приложение №1.

Описание задания по формированию базы знаний/ресурса “Academic phrase bank”

Academic writing assignment

The academic writing assignment weighs 10% of the total grade for the course. The task focuses on selecting phrases/collocations that are used in academic papers of high quality. This assignment will result in the creation of the academic phrase bank that all the students may use when writing their theses.

The detailed description of the assignment is as follows:

1. While working on your research and reading the articles on your topic, create a list of articles published in the journals of Q1/Q2 level (as an alternative, A/B or 4*/4/3 level according to ABS list) that you find appealing for any reason. The number of the selected articles is up to 20. When forming the list of the articles, you are not limited to only those you are going to cite in your term paper, and, in this assignment, you may use any topic-related papers that you read on your way of working on your research.
2. Then, while reading the selected articles, explore carefully how the different sections of the article – that is the (1) introduction; (2) literature review; (3) methodology; (4) results; (5) discussion and conclusion – are described. **Prepare a list of at least 15 useful phrases/collocations regarding each of the article sections** (so in total you should find at least 75 phrases/collocations) and complete an Excel form where you should provide the details on the source of the phrase/collocation and specify some attributes of the chosen phrases/collocations.

Example of the form:

Article section	Phrase/collocation	Context / real example of the phrase use (The whole sentence in which the phrase was used)	Function of the phrase/collocation	Article citation, according to APA style
Literature review	...we regard whether sth to be sth in the sense of ...theory.	In this paper, <i>we regard</i> whether a firm has adopted an ERP system to be an aspect of administrative complexity and <i>thus an organizational outcome in the sense of upper echelons theory.</i>	Arguing and discussing	Hiebl, M. R., Gärtner, B., & Duller, C. (2017). Chief financial officer (CFO) characteristics and ERP system adoption: an upper-echelons perspective. <i>Journal of Accounting & Organizational Change</i> , 13(1), 85-111.

Criteria for the evaluation:

Regarding each section, you get 2 points if the identified phrases/collocations meet **all** the criteria specified below:

- Number of phrases/collocations (min. 15)
- All the phrases/collocations are from the journals of Q1/Q2 level (as an alternative, A/B or 4*/4/3 level following ABS list)
- the Excel template is filled in accurately and properly (that also implies that the function of the phrase/collocation is identified correctly).

Article section	Phrase/collocation	Context / real example of the phrase use (The whole sentence in which the phrase was used)	Function of the phrase/collocation	Article citation, according to APA style
Introduction	...we regard whether sth to be sth in the sense of ...theory.	In this paper, <i>we regard</i> whether a firm has adopted an ERP system to be an aspect of administrative complexity and <i>thus an organizational outcome in the sense of upper echelons theory</i> .	Arguing and discussing	Hiebl, M. R., Gärtner, B., & Duller, C. (2017). Chief financial officer (CFO) characteristics and ERP system adoption: an upper-echelons perspective. <i>Journal of Accounting & Organizational Change</i> , 13 (1), 85-111.

In case, **any** of these requirements are not met, the student does not get the points for the identified phrases/collocations related to a certain section of the article.

Задание для воркшопа: использование лексических конструкций из базы знаний/ресурса “Academic phrase bank” при написании/редактировании текста ВКР

- 1) Open your bachelor thesis text
- 2) Prepare the list of tasks for the thesis text development that:
 - a. you would like to work on as a priority;
 - b. require your seminar instructor’s guidelines and support; are feasible to finish within 2 hours.
- 3) Start working on the text according to the list of tasks **in the tracking changes mode(!)**
+ Improve your writing using the prepared bank of phrases (the requirement is to **adapt minimum 10 phrases to the text**)
- 4) If you have any questions or concerns to discuss, raise your hand
- 5) By the end of the class, be ready to reflect on the progress and upload your files to Smart LMS (**activity will be evaluated as in-class activity**).

Приложение 2.

Вид базы знаний, сформированной на основе работы студентов с лексикой

The screenshot shows a Microsoft Word document titled 'academic writing_base for students_m'. The document contains a table with 13 rows. The first column contains numbers 3 through 12, and the second column contains the word 'Introduction'. The third and fourth columns contain text excerpts from an academic paper. The fifth column contains the word 'Analysing'. Three orange callouts are placed over the table: 'Фраза' points to the text in row 4, 'Пример использования' points to the text in row 5, and 'Функция в тексте' points to the text in row 6. A fourth orange callout, 'Разделы статьи', points to the text in row 12. The Word ribbon is visible at the top, and the Windows taskbar is at the bottom.

Row	Section	Text Excerpt	Analysis
3	Introduction	This paper begins by considering the effect of [...] on [...]	Analysing
4	Introduction	Given this context, the purpose of this research is to analyze [...]	Analysing
5	Introduction	There have been two general motivations for studying [...]	Analysing
6	Introduction	The analysis in this paper links together two important strands of literature: [...] and [...]	Analysing
7	Introduction	This perspective is complementary to the more common based on [...] explanations and is especially suitable for [...]	Analysing
8	Introduction	[...] have been highlighted as a crucial/key/critical component in [...]	Analysing
9	Introduction	Prior studies/analysis/research indicate(s) that [...] represents not just [...], but also [...]	Analysing
10	Introduction	The field is still in its infancy, but perhaps due to new trends, it has found the right moment to grow and develop structures and management models to solve the current problem, based on the results of the research.	Analysing
11	Introduction	From the pioneering works of [...] and the analysis of other theoretical works on generalized log-gamma (GLG) [...], some features are easy to notice.	Analysing
12	Introduction	school [...] are increasingly important for both	Analysing

Приложение 3.

Примеры работ студентов над собственными текстами ВКР с использованием сформированной базы знаний

Introduction

Over the past decade, universities have realized the importance of effective brand management, as the concept of university brand has gained prominence in academic research and its developments are actively used in university branding activities (Chapleo, 2010). The emergence of the phenomenon of a university brand indicates a broader awareness among institutions of the impact of perception and reputation in today's competitive educational environment (Yaping et al., 2023). In order to build a recognizable brand, higher education institutions (HEIs) are investing in shaping and enhancing their brand identity (Goi et al., 2014; Dennis et al., 2016). However, in terms of the geographical context, much is still to be learned about the university branding in Russian HEIs (Yaping et al., 2023), as most research is aimed at studying the brand in the UK and multi-countries. But consistent with more general global trends in university branding, as society's need for high-quality resources for higher education increases (Altbach et al., 2019), and the market for higher education is growing (Li et al. 2023), the subject of brand development is promising in the Russian Federation.

The existing research has approached a university brand predominantly from a student perspective, investigating the various elements of a university brand among students that contribute to their greater satisfaction with the university (Azoury et al., 2014), brand loyalty (Erdogmus & Ergun, 2016), identification (Balaji et al., 2016), and co-creation behavior (Foroudi et al., 2019). Several studies have also investigated the university brand from the perspective of an employer, exploring the influence of the brand on university employee's retention (Yameen et al., 2021). These studies have made valuable contributions to the understanding of benefits of building a strong university brand for both the institution itself and its stakeholders.

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conducted on a university brand image (Sung & Yang, 2008). They are mostly focused on the effects related to students (Berry, 2000; Panda et al., 2019) rather than on their potential employers. Our research aims to close this gap by investigating university image in terms of graduates' gatekeepers.

Building upon university branding research, we consider the three dimensions of university brand image: (i) university reputation, (ii) external prestige, and (iii) university personality (Sung & Yang, 2008). Defined as "public perceptions of the organization shared by its multiple constituents over time", university reputation is concerned with the overall perception of a university among various stakeholders, including students, alumni, staff and the

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удалено: Sung and Yang (2008) argue that university reputation, personality, and external prestige are elements of brand image.

general public (Sung & Yang, 2008, p. 363). Then, consolidating definitions and insights from previous research (e.g. Dutton et al., 1994; Smidts et al., 2001; Sung & Yang, 2008), this study defines external prestige of a university as people's evaluation of its prestige based on their exposure to the information about the university and their beliefs on how other people view it. Last, in line with the preceding discussion of using the personification metaphor to assess an organization, we view brand personality as 'the set of human characteristics associated with a brand' (Aaker, 1997, p. 347).

Research in other business sectors has shown a positive effect of brand awareness on brand image (Barreda et al., 2015; Chen & Tseng, 2010). However, in university branding context this relationship may be spurious (Sultan & Wong, 2019). From psychology, it is

Background. The twenty-first century has seen a shift to industry 4.0 (also called the Fourth Industrial Revolution). Many new technologies (e.g., Augmented Reality, Internet of Things, Big Data, Cloud Computing, etc.) have been widely used with the release of Industry 4.0 (Kagermann et al., 2013, as cited in Omurgonulsen et al., 2021). For the first time the concept “Industrie 4.0” appears in a high-tech plan, developed by the German government. The German project's primary goal was to assist German SMEs in comprehending and utilising the technologies of the next digitalization phase. While some firms view this stage as a great chance to improve their performance and gain market superiority, others face difficulties and pressure to keep up with the rapid technological changes.

It is widely known that there is the prevalence of diverse digital technologies. Although cloud computing as a concept has become more popular in recent times and quite a few studies have been conducted, the adoption and application level is still very low, particularly in developing countries (Godavathi et al., 2023). This facilitates deeper exploration of such a technology with the focus on the consequences of its adoption. The National Institute of Standards and Technology provides a definition of the term cloud computing:

Cloud computing is a model for enabling ubiquitous, convenient, on-demand network access to a shared pool of configurable computing resources (e.g., networks, servers, storage, applications, and services) that can be rapidly provisioned and released with minimal management effort or service provider interaction. (NIST, 2011, p. 2)

user
In recent years, understanding of digital technologies has become increasingly important for both scholars and practitioners

Приложение 4.

Уровень развития навыков академического письма у студентов на основе проведенных измерений в начале и в конце курса в использовании шкалы R-Comp.

