

CONCORSO PUBBLICO, PER TITOLI ED ESAMI, A N. 1 POSTO DI CATEGORIA D, POSIZIONE ECONOMICA D1, AREA AMMINISTRATIVA-GESTIONALE, CON RAPPORTO DI LAVORO SUBORDINATO A TEMPO INDETERMINATO E PIENO PER LE ESIGENZE DELL'AREA AFFARI ISTITUZIONALI, LEGALI E COMUNICAZIONE, PRIORITARIAMENTE RISERVATO ALLE CATEGORIE DI VOLONTARI DELLE FORZE ARMATE DI CUI AGLI ARTT. 1014 E 678 DEL D. LGS. 15.3.2010, N. 66. (Cod. 21PTA019)

Criteri prima prova scritta

- grado di conoscenza delle materie, sulla base della completezza dei dati forniti: 0-15
- chiarezza espositiva e uso di terminologia adeguata: 0-10
- capacità di analisi e di sintesi: 0-5

Criteri seconda prova scritta a contenuto teorico-pratico

- grado di conoscenza delle materie, sulla base della completezza dei dati forniti: 0-15
- chiarezza espositiva e uso di terminologia adeguata: 0-10
- capacità di analisi e di sintesi: 0-5

Criteri prova orale (da valutarsi complessivamente)

- capacità di sintesi, organizzazione e chiarezza espositiva
- conoscenza della materia
- capacità applicativa e conoscenze informatiche

L'accertamento della conoscenza della lingua inglese avverrà facendo leggere e tradurre ai candidati un brano e verrà valutata unicamente con un giudizio positivo o negativo.

Criteri valutazione titoli

I titoli relativi alla categoria a) sono già predeterminati nel bando di concorso, la Commissione pertanto li approva, li riporta qui di seguito e procede a determinare i criteri di valutazione dei titoli delle altre categorie:

TITOLO	PUNTI
a) anzianità di servizio, calcolata alla data di scadenza del bando, fino ad un massimo di 8 punti	- anzianità di servizio prestata a tempo indeterminato o determinato presso le Università per un periodo continuativo almeno pari ad un anno: 2 punti per ogni anno. Il punteggio è dimezzato se il servizio è stato prestato nelle categorie inferiori rispetto alla categoria dei posti messi a concorso. Fino ad un massimo di 6 punti; - anzianità di servizio prestata sotto forma di co.co.co. presso le Università, per un periodo continuativo almeno pari ad un anno: 1 punto per ogni anno. Fino ad un massimo di 3 punti; - anzianità di servizio prestata a tempo indeterminato o determinato o co.co.co. presso altre Pubbliche Amministrazioni, per un periodo continuativo almeno pari ad un anno: 0,5 punti per ogni anno. Fino ad un massimo di 4 punti;
b) incarichi professionali, fino ad un massimo di 3 punti (incarichi di responsabilità o funzione specialistica, formalmente attribuiti, di durata continuativa almeno pari ad un anno)	punti 0,25 per ogni anno
c) altri titoli, fino ad un massimo di 3 punti (titoli di studio, titoli scientifici quali pubblicazioni e lavori originali, altri titoli quali attività didattiche, partecipazione a convegni in qualità di relatore o correlatore)	Il bando di concorso prevede quale titolo di studio minimo per l'ammissione al concorso il possesso della Laurea Triennale e pertanto la Commissione valuterà, per coloro che sono in possesso della Laurea vecchio ordinamento o della Laurea a ciclo unico, un punteggio aggiuntivo quale differenziale al titolo di studio minimo di accesso secondo i punteggi stabiliti di seguito:

	c1 Diploma di specializzazione di durata almeno annuale: punti 0,5 cad. c2 Dottorato di ricerca: punti 1 cad. c3 Diplomi Universitari, Laurea Triennale, Master universitari di 1° livello – se ulteriori rispetto al titolo di studio richiesto per l'accesso al concorso: punti 0,5 cad. c4 Diploma di Laurea v.o. Laurea a ciclo unico, Laurea Specialistica, Laurea Magistrale, Master di 2° livello, Abilitazioni professionali: punti 1 cad. c5 Titoli scientifici quali pubblicazioni e lavori originali – se strettamente pertinenti: fino a punti 0,25 cad. - Attività didattiche, partecipazioni a convegni in qualità di relatore o correlatore: c6 Docenze in corsi universitari – fino a punti 0,25 cad. c7 Relatore a convegni seminari o corsi di formazione – fino a punti 0,10 cad.
d) precedenti esperienze professionali, fino ad un massimo di 3 punti (precedenti attività lavorative, svolte a qualsiasi titolo di durata continuativa almeno pari ad un anno)	punti 0,5 per ciascun anno Non vengono ricomprese le esperienze pregresse rientranti nella categoria a) di valutazione anche qualora venga raggiunto il massimale e pertanto non verranno valutate in questa categoria.
e) formazione, fino ad un massimo di 3 punti (attestati di qualificazione e/o specializzazione a seguito di corsi di qualificazione e/o specializzazione organizzati da pubbliche amministrazioni o enti privati e attestati di partecipazione a convegni o seminari di studio o corsi di formazione)	- attestati di qualificazione e/o specializzazione a seguito di corsi di qualificazione e/o specializzazione organizzati da pubbliche amministrazioni o enti privati e attestati di partecipazione a convegni o seminari di studio o corsi di formazione: 0,01 punto ciascuno - Corsi di perfezionamento: 0,1 punto ciascuno

Tracce prima prova scritta

Traccia 1

1. Privacy: normativa di riferimento e sua declinazione su eventi di orientamento in ingresso e in uscita, anche con riferimento al trattamento dei dati dei minori di 16 anni
2. Lo stage come esperienza formativa: definizione e ruolo del tutor universitario e del tutor aziendale

Traccia 2

1. Definizione di stage curriculari ed extracurriculari, figure e ruoli secondo la normativa della Regione Lombardia
2. Tipologie di prove di ammissione alle lauree triennali e a ciclo unico

Traccia 3

1. I Percorsi per le competenze trasversali e l'orientamento: normativa, figure e ruoli previsti, finalità nel percorso di orientamento
2. Il sistema universitario italiano: descrizione e normativa di riferimento

Tracce seconda prova scritta a contenuto teorico-pratico:

Traccia 1

Criticità e possibili soluzioni nel processo di organizzazione e di comunicazione di un evento di orientamento in ingresso

Traccia 2

Criticità e possibili soluzioni nel processo di organizzazione e di comunicazione di un evento di orientamento in uscita.

Traccia 3

Come si articola un servizio di orientamento in ingresso.

Quesiti Prova orale

La domanda di informatica utilizzerà il file excel “Anagrafe Scuole Statali Lombardia 1” tratto dal sito dell’Ufficio Scolastico Regionale e salvato sul pc che sarà a disposizione dei candidati per l’effettuazione della prova.

Il brano di inglese da leggere e tradurre sarà preso dai seguenti link:

https://thepienews.com/news/growth-in-master-degrees-interest-in-emerging-markets/?utm_source=Biblio

<https://thepienews.com/the-view-from/one-of-the-most-life-changing-decision-of-your-life-choose-wisely>

<https://thepienews.com/analysis/university-prepare-online-hybrid-learning/>

Prova 1

La candidata /il candidato definisca i Percorsi per le Competenze Trasversali e l’Orientamento - PCTO

La candidata /il candidato descriva le funzioni del Senato Accademico di Ateneo

La candidata /il candidato, nel file denominato “Scuolexconcorso.xlsx”, indichi il numero delle scuole della provincia di Bergamo

Prova 2

La candidata /il candidato definisca il Consorzio Interuniversitario Sistemi Integrati per l’Accesso - CISIA

La candidata /il candidato descriva le funzioni definisca le funzioni del Presidio di Qualità di Ateneo

La candidata /il candidato, nel file denominato “Scuolexconcorso.xlsx”, ordini la colonna C “NomeScuola” in ordine alfabetico

Prova 3

La candidata /il candidato definisca i corsi singoli

La candidata /il candidato definisca le funzioni del Consiglio di Amministrazione di Ateneo

La candidata /il candidato, nel file denominato “Scuolexconcorso.xlsx”, ordini il file per CAP in senso crescente

Prova 4

La candidata /il candidato definisca il tutorato e descriva le possibili azioni di orientamento in itinere

La candidata /il candidato definisca le funzioni del Nucleo di Valutazione di Ateneo

La candidata /il candidato, nel file denominato “Scuolexconcorso.xlsx”, imposti la colonna H in formato numero

Prova 5

La candidata /il candidato descriva l’organizzazione del sistema universitario italiano

La candidata /il candidato definisca la privacy e il trattamento dei dati a livello di Ateneo

La candidata /il candidato, nel file denominato “Scuolexconcorso.xlsx”, aggiunga un nuovo foglio al file e lo rinomini come *Nuove scuole*

Prova 6

La candidata /il candidato descriva le modalità di accesso alle lauree magistrali

La candidata /il candidato definisca le collaborazioni studentesche

La candidata /il candidato, nel file denominato “Scuolexconcorso.xlsx”, nella colonna G sostituisca Bergamo con BG

Prova 7

La candidata /il candidato illustri quali sono i documenti essenziali per attivazione tirocinio

La candidata /il candidato definisca la notax area e descriva il sistema di contribuzione d’Ateneo

La candidata /il candidato, nel file denominato “Scuolexconcorso.xlsx”, evidenzi con il colore giallo i dati delle scuole in provincia di Pavia

Prova 8

La candidata /il candidato descriva il servizio di job placement

La candidata /il candidato definisca le funzioni del Comitato Etico di Ateneo

La candidata /il candidato, nel file denominato "Scuolexconcorso.xlsx", imposti la stampa in formato A3

Prova 9

La candidata /il candidato descriva le modalità di gestione del caso specifico di un futuro studente che si avvicina ai servizi di orientamento in ingresso accompagnato dai i genitori

La candidata /il candidato definisca le funzioni della Commissione Paritetica

La candidata /il candidato, nel file denominato "Scuolexconcorso.xlsx", crei un documento PDF dal file

Prova 10

La candidata /il candidato definisca il Piano Lauree Scientifiche - PLS e i Piani di Orientamento e Tutorato - POT

La candidata /il candidato definisca il ruolo e le funzioni del Direttore generale di Ateneo

La candidata /il candidato, nel file denominato "Scuolexconcorso.xlsx", evidenzi con il colore verde i dati delle scuole in provincia di Brescia

Prova 11

La candidata /il candidato definisca il ruolo dell'Università nelle politiche attive del lavoro

La candidata /il candidato descriva le principali competenze dei Dipartimenti

La candidata /il candidato, nel file denominato "Scuolexconcorso.xlsx", indichi il numero delle scuole della provincia di Como

Prova 12

La candidata /il candidato definisca il counselling e ne descriva le applicazioni a livello universitario

La candidata /il candidato definisca il diritto allo studio a livello di Ateneo

La candidata /il candidato, nel file denominato "Scuolexconcorso.xlsx", indichi il numero delle scuole del Comune di Seriate

Prova 13

La candidata /il candidato definisca l'idoneità linguistica per l'accesso ai corsi di Ateneo

La candidata /il candidato descriva i Servizi di Ateneo offerti agli studenti

La candidata /il candidato, nel file denominato "Scuolexconcorso.xlsx", modifichi il carattere del file in Tipo di carattere Arial, dimensioni 14

Prova 14

La candidata /il candidato definisca l'iscrizione a tempo parziale

La candidata /il candidato definisca il ruolo del Coordinatore di corso di laurea e di laurea magistrale

La candidata /il candidato, nel file denominato "Scuolexconcorso.xlsx", modifichi il colore del carattere del file in colore rosso

Prova 15

La candidata /il candidato definisca il piano degli studi e il credito formativo universitario - CFU

La candidata /il candidato definisca il termine Scuola a livello di Ateneo

La candidata /il candidato, nel file denominato "Scuolexconcorso.xlsx", evidenzi in colore giallo la colonna "NomeScuola"

Il Presidente della Commissione

Dott.ssa Federica Terzaghi



Masters interest grows in emerging markets

Posted on [Mar 25, 2022](#) by [Maina Waruru](#)

Posted in [News](#), [Research](#), under [Global](#).

Tagged with [Australia](#), [Iran](#), [Masters](#), [Nigeria](#), [StudyPortals](#), [Turkey](#), [US](#).

Bookmark the [permalink](#).

A new report shows that interest in masters level programs is continuously growing around the world, while the level of student interest from emerging markets of Turkey, Iran and Nigeria grew steadily between 2018-21.



Cyber security, machine learning, digital marketing, digital communication, artificial intelligence and UX design increased in popularity. Photo: pexels

Share this:



About Maina Waruru

Maina Waruru is a freelance journalist based in Nairobi, Kenya and specialising in science and higher education reporting. He has over 15 years of experience and has been published by the BBC Online, the New Scientist, the Scientist Thomson Reuters Foundation, University World News and Scidev.net.

One of the most significant changes the StudyPortals observed was an increase in interest in studying abroad in emerging source countries

At the same and unsurprisingly, interest in online and other 'flexible' study modes grew informed by the Covid-19 pandemic, while a decline in interest in the US and Australia as destinations was recorded, the report by international education company Studyportals. The [research](#) relied on analysis of data from millions of student online search further indicates.

While interest in masters grew, that of PhD, short courses and preparatory courses declined. A similar downward trend was noted in mining, oil & gas courses. This contrasted to a notable growth in environmental economics & policy degree programs, which the report attributed to a possible increased interest in sustainability related studies.

"Whether the changes in student interest are a temporary outcome of current events or indicators of a long-term trend, it is important to monitor student preferences on a regular basis," the report observes.

In terms of destinations the US and Australia witnessed a relative decline as the most preferred study countries accelerated, with Canada replacing the US as the most sought after destination in the world.

"We saw a decline in student interest for the US before the pandemic during the Trump administration, unwelcoming visa policies and anti-immigration rhetoric put a dampener on demand for US programs," Cara Skikne, senior editor at Studyportals told *The PIE News*.

"The decline of international students to the US is not a temporary change but a trend"

"The decline of international students to the US is not a temporary change but a trend. Canada makes it very easy to stay in Canada to work, and the US doesn't," added Margaret Cook, Studyportals senior vice president.

The same was the trend with regard to Australia attributable to the long ban on entry to the country at the height of the Covid-19 pandemic. A new report from IDP Education was deemed "sobering reading" for Australian universities, also recording that Canada is currently the top destination of choice for students.

However, it added that the [US is rebounding](#), with 20% of students indicating it is their preferred destination.

One of the most significant changes the StudyPortals observed was an increase in interest in studying abroad in emerging source countries including Turkey, that rose four ranks to position four. Iran rose five positions to position three, and Nigeria rose two positions taking over

the second position worldwide. All these were in comparison to positions held in 2018.

“Turkey, Nigeria and Iran face critical shortages of university spaces, the demand-supply gap in higher education may well create opportunities for new universities or TNE, although other factors should also be considered,” Skikne added.

Other countries that grew in prominence as student sources include Vietnam which gained 22 positions to stand at position 11 and Sri Lanka in position 12, rising 17 places. Globally however, India remained number one student source.

Student preferences also changed where cyber security, machine learning, digital marketing, digital communication, artificial intelligence and UX design increased in popularity.

“This reflects the emerging trend of the world becoming more digital with an emphasis on a user-centred approach,” it adds.

It notes however that the analysis does not capture data from regions where access to the internet is curtailed, observing that such countries including China and North Korea are very under-represented in Studyportals’ dataset.

Universities prepare for semester of online and hybrid learning

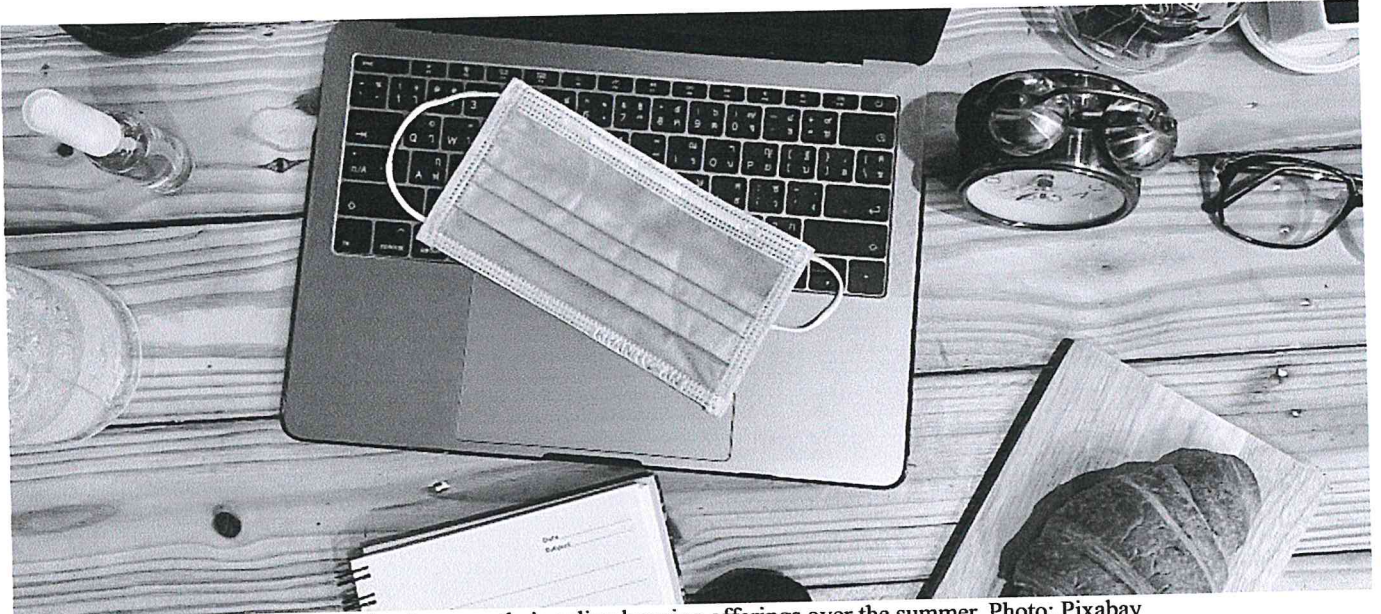
Posted on Sep 11, 2020 by Callan Quinn

Posted in [Analysis](#), under [Global](#).

Tagged with [Coronavirus](#), [Covid-19](#), [Hybrid](#), [Online](#), [Zoom](#).

Bookmark the [permalink](#).

A recent [survey](#) from the National Union of Students in the UK has suggested that “most students would like to see their courses carried out as normal this coming year as far as possible”, but for many if not most around the world, this will not be the case.



Colleges and universities have tried to improve their online learning offerings over the summer. Photo: Pixabay

Share this:



About Callan Quinn

Callan first began her media career in China with the expat magazine City Weekend. After travelling around Australia and New Zealand, she went on to launch an NGO-focused magazine in Somaliland and later worked as a freelance editor for China Daily. She has also lectured at Frantz Fanon University and Tianjin Polytechnic on academic English and cross-cultural communication. Get in touch with Callan at callan@thepienews.com

49% of US HEIs said they plan to do hybrid or online learning

As of the end of August in the US, 49% of HEIs said they planned to do some form of hybrid or online learning.

Most universities [in the UK](#) plan to offer in-person teaching for now – although there are notable exceptions such as Cambridge which in May said it would be holding all lectures online until 2021.

“I want to change that mindset because students may not have had a positive experience last semester in online instructions”

Given the scramble to lecture-by-Zoom and other [methods of digital delivery](#) earlier this year, it’s not something all students are looking forward to, and there are more than a few [petitions](#) making the rounds to prevent further online learning or at least have fees for it lowered.

So what exactly have universities and colleges been planning for the new semester?

“The difference between the summer term and what universities are doing now is that over the summer, most of them have run training programs for staff about how to teach optimally online,” explained Geoff Webster of [CEG Digital](#), which specialises in creating online degree programs and has been watching as university partners attempt to graduate from last year’s “minimum viable product”.

“They’ve also been training and working with their in-house tech teams to help them better shape content for online delivery. They’ve upgraded how they are moderating and setting up discussion forums for cohorts every week,” he continued.

“In addition, they’ve looked at their staff body and they’ve been quite sensible and pragmatic. People who are uncomfortable with education tech are now being allocated dissertation supervision rather than actually delivering teaching.”

One of the biggest challenges is making content engaging across lagging connections and combatting screen fatigue.

However, some teachers have embraced online learning and are trying to use techniques from the classroom to keep their courses interesting.

One such teacher is Benny Ng of [Los Angeles Pierce College](#), whose syllabus introduction video, featuring him in a tuxedo intercut with clips of Snoop Dogg telling students to read the syllabus, recently went viral.

"In the face-to-face setting, it's easier for instructors to engage our students with live demonstrations, theatrical acts, storytelling, and small group activities. In the remote online environment, students may feel that they are working alone in the dark because they see a bunch of black name cards in Zoom," he said.

"I want to change that mindset because students may not have had a positive experience last semester in online instructions.

"Therefore, I need to find a way to reach out to my students before the first day of class so that I can capture their excitement at the beginning of the semester."

Ng's students will be studying chemistry with him online this year and he is preparing to teach using a mixture of recorded and live lectures, forums, built-in practice problems and a fully asynchronous lab component.

"If there's a return to normality in January, I think another term of upgraded online delivery will be broadly accepted"

"Last semester, everything was live on Zoom. While some argue that it is not the best practice, my students preferred the teaching and learning via live Zoom because it tried to maintain some structures during the time," he added.

Asynchronous teaching will benefit international students abroad, many of whom have worried at the prospect of attending lectures in the middle of the night.

Earlier this year, Indian students who should have been studying in Vancouver found themselves attending lectures every night between 1.30-4.30am.

Universities have had to also adapt to working across multiple countries to make sure students can access course materials. The most obvious place where this is an issue is China due to its tight internet restrictions and sensitivity to certain topics.

Others are however offering a mix of synchronous and asynchronous learning. Rojin Rezaeian, Yorkville University and Toronto Film School director of international student recruitment, said they are currently offering three "online" options to students.

"[First we have] our traditional online that we have been offering for almost 16 years. The other option that they have is our global online. That is a new version of online that the students can pivot from online to on-campus whenever they are ready to come to Canada," she explained.

"And the other option is our synchronous version. The synchronous version is actually when they want to just join the way that we are connecting right now through Zoom. They can join with other classmates and communicate with the instructors."

In other parts of the world, having somewhere to work and study may also pose a challenge.

In the US, the University of Arizona recently announced a microcampus partnership with WeWork to allow international students to use their facilities in 37 countries.

Looking ahead to January 2021, reopening campuses is not without risks, as the thousands of reported cases at reopened colleges and universities in the US shows, and in North America universities are hesitant to decide whether online learning will continue into next year.

"We've invested heavily on programs, including virtual reality, to be able to deliver an experiential online experience for students," explained Gabriela Facchini from the international department of Sheridan College in Canada.

"But some of it requires students to go on campus so we will be allowing a limited number of students on campus, especially those who have to do workshops and labs and are enrolled in hybrid programs.

"For the winter semester, the decision has not yet been made [to reopen]"

"For the winter semester, the decision has not yet been made [to reopen]. We want to wait until the middle of October to see how our in-person students do on the campus."

However, Facchini added that some programs would continue online past January, most likely pathway programs done with outside partners.

On the flip side, schools such as NEOMA Business School in France have embraced the shift to digital, having opened the first 100% online campus in Europe.

"If there's a return to normality in January, I think another term of upgraded online delivery will be broadly accepted by students," concluded Webster at CEG.

"If it goes on longer than that, tension around the quality of what universities are producing and delivering to their students and what the students' hopes and expectations are will get more and more strained.

"There will be no choice for universities but to embark on massive upgrades in terms of online pedagogy, online structure and online delivery at a total cost to the sector of multiple millions of pounds," he added.

One of the most life-changing decisions of your life: choose wisely

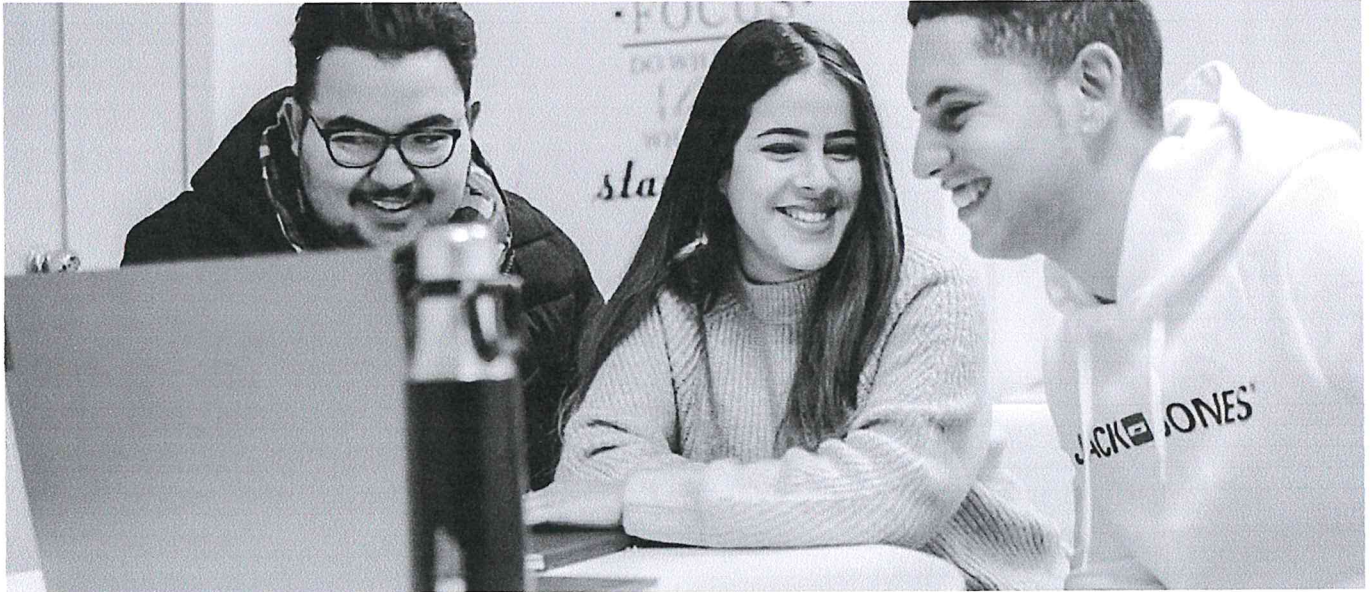
Posted on [Feb 25, 2022](#) by [admin](#)

Posted in [The View From](#), under [Global](#).

Tagged with [Business schools](#), [C3S Business School](#), [Spain](#).

Bookmark the [permalink](#).

How do we convince prospective students that ours is the perfect business school for them? Choosing a school is, after all, the most important step in establishing an international career. Job specific specialisations, and industry-oriented, practical exposure based learning programs have become popular in the new competitive landscape.



Share this:



About [admin](#)

Site administrator

"Being taught by someone who has accomplished it before is one of the most effective methods to learn"

But seeing the same information on institution websites and other platforms might be daunting at times. Thus, students should focus on the most crucial variables while selecting a Business school.

Each school has its own eccentricity and perks. Although it may be tempting to focus just on the institution's reputation, there are numerous additional things why try to make our students consider to guarantee them they are receiving an education that is tailored to their long-term goals and career objectives.

1. Location

We say students should strike a balance between exploring a new city and everything it has to offer while their studying, but they should also consider being close to the industries/sectors they want to work in once they finish.

C3S Business School provides tremendous networking opportunities and facilitates field trips and company visits in varied industries. We tell students wanting to work in the start-up tech sector, Barcelona is the place for them!

2. Immersive and Experiential learning

The absence of soft and practical skills students learn while at school is the most common industry complaint regarding business schools.

Therefore, choosing a business school that will provide more than a typical theoretically-oriented curriculum will help graduates be competitive and career-ready.

"Paid internship projects with companies also foster real-world experience"

Programs offered at C3S incorporate purely assignment-based learning and evaluation alongside practical elements such as genuine business case-study challenges, simulations, interaction with CXOs of leading global organisations and workshops & seminars. Paid internship projects with companies also foster real-world experience.

3. Professors with a real-world business exposure

Being taught by someone who has accomplished it before is one of the most effective methods to learn. We tell students that their prospective professors will be able to demonstrate what they're teaching and provide more than just academic knowledge.

Aida Mehrad, for example, is one of C3S Business School's many internationally-sourced industry veterans. The professors at a school can also offer a sense of the community and network students will be joining.

4. Multi-faceted and multi-cultural growth

We also encourage our students to seek programs that allow them to travel on account of pathway opportunities. This will not only enhance their experience, but it will also add to their profiles' 'wow-factor'. Employers are always curious about co-curricular activities and instances of how prospective employees have moved outside of their comfort zone.

For instance, C3S Business School has more than 50+ pathway opportunities for studying the final year/semester in top-reputed UK universities.

5. Student assistance

To determine the level of support students can expect, we urged them pay attention to the number of students per lecture and the overall size of the student body. Will they always need to make an appointment to see a member of staff? Is there somebody who can assist if something goes wrong?

We are proud that C3S provides 24*7 student support – end-to-end assistance for form filling, document verification, accommodation, visa renewal, medical card, social security number, paid internships, and more. Our smaller classroom approach allows for a personalized experience.

We want to ensure our students' stays are a lot less stressful and much more pleasurable.

6. Accreditations & Partnerships

While rankings aren't everything, we do place emphasis on how bachelor's or master's degree is accredited (e.g. othm, UCAM University, NCC Education, ACBSP, ECBC) — this is very crucial to assure educational quality and rigour. Furthermore, researching the appropriate accreditation ensures that degree is globally recognised.