

# *Fantasy Pitching*

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**Abstract:** This paper outlines a fantasy research pitch exercise conducted in a PhD course at the University of Queensland. Using Faff's (2015, 2017) pitching research template, students attending the course were asked to engage in a group exercise to pitch a "fantasy" research topic. While the final exercise was completed in a 90-minute timeframe (60 minutes of brainstorming, followed by 30 minutes of reporting back to the full group), the cohort had already been exposed to 5 x 90 minute sessions of related material over the weekend PhD module. Three groups of five were formed and they pitched three "fun" (or nonsense) topics: (a) Teenage Mutant Ninja Turtles: Impact on Society; (b) Wipe-a-Baby; (c) Quality of Dairy Products: The Happiness of the Cow Does Matter.

**Keywords:** Pitching Research; Fantasy Pitching; PhD Student Exercise; Research Group-work Exercise

**JEL codes:** G00; M00; B40; A20; B00; C00; D00; E00; F00; H00; I00; J00; L00; Q00; R00; Z00

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## 1. Introduction

Faff's (2015, 2017) pitching research concept provides a simple 2-page template tool.<sup>iii</sup> The aim is to present a tool SO THAT a novice researcher can confidently and succinctly convey all the essential elements of a new research proposal to an academic expert.<sup>iii</sup> The pitching tool is both methodical and succinct in its design. The current paper provides a brief narrative describing a pitch exercise conducted in a PhD course at the University of Queensland, using Faff's (2015, 2017) pitching research template. Specifically, students attending the course were asked to engage in a group exercise to pitch a "fantasy" research topic. Before moving on to describe the "fantasy pitching" exercise, some further background to the pitching research concept is worthwhile. Most notably, this background will cover related papers: Faff (2016a, 2016b); Faff *et al.* (2017) and Faff *et al.* (2016).<sup>iv</sup>

Faff (2016a) reviews experiences and draws insights from a series of workshops, pitch days, competitions and other events based on the "pitching research" template tool. With, in excess of 80, unique events primarily conducted throughout the calendar year 2015, this intense program of activity culminated in the Final of a "pitching" competition at the University of Queensland sponsored by the UQ Association of Postgraduate Students (UQAPS) on 4<sup>th</sup> November, 2015. The UQAPS 2015 event captured the full spectrum of academic discipline areas: from mechanical engineering to ... tourism to ... virology and more.<sup>v</sup> Faff (2016c) and Faff *et al.* (2017) provide companion pieces that, among other things, capture key themes from the second edition of the UQAPS competition held in November 2016.

Faff (2016b) takes a "learning" perspective, setting the scene for the current pedagogic focused paper. Specifically, Faff (2016b) maps versions of Faff's (2015, 2017) pitching research template designed for student tasks/assessment into the research skill development (RSD) framework of Willison and O'Regan (2007). Moreover, using the 7-level RSD7 version, Faff (2016b) explains how meaningfully layered pitching tasks can be designed to give a wide range of students an appropriately calibrated research challenge. At one end of the spectrum, a "Level 1" "prescribed research" task (i.e. lowest degree of difficulty in the RSD7 framework) would be a "partial" pitch based on reverse-engineering a designated short and simple research article that has been authored by a third party. At the other end of the spectrum, a "Level 7" "enlarging research" challenge (i.e. highest degree of

difficulty in the RSD7 framework) would be involve a full pitch of a brand new idea, with choice on each and every dimension totally in the hands of the pitcher (student/researcher) about their own research plan(s) (e.g. a plan for one essay in their PhD thesis).

Faff *et al.* (2016) extend the pedagogic angle on pitching a step further. That paper provides a narrative focused on the experiences of a visiting undergraduate exchange student from China to the University of Queensland, Jie Teng. Jie had approached the first author inquiring about opportunities for research projects. Recognizing that the student had only limited exposure to research and an unknown appreciation of what it entails, the mentor devised a program of incremental “discovery” and learning, based on Faff’s (2015, 2016) “pitching research” template tool. Under close guidance, Jie was asked to choose a recent academic paper of interest to him and then to reverse engineer a “pitch” for that chosen paper. The pitching process was completed, in 10 small stages, over a period of about 5 weeks. Faff et al (2016) provides a narrative of this research journey aimed at helping other research mentors facing similar situations.

Launching off the above-mentioned “learning” focused papers, namely, Faff (2016b) and Faff *et al.* (2016), the current paper takes this pedagogic theme even further in terms of the fantasy pitching exercise, for groups of PhD students. The remainder of the current paper is organised as follows. Section 2 provides a brief background to the exercise which confronted the PhD students. Section 3 describes the initial fantasy pitch presented by the course leader as an illustrative example of what each group were asked to do. Section 4 describes each of the group created fantasy pitches. Section 5 concludes.

## **2. Background to the Fantasy Pitching Group Exercise in the AFDEN PhD Course “Process of Research in Business”**

The contextual setting of the current paper is the AFDEN PhD course: “The Research Process in Business”.<sup>vi</sup> This particular course is partitioned into three weekend modules: (1) “challenges and strategies for starting research”; (2) “challenges and strategies for progressing research”; and (3) “challenges and strategies for finishing research and “beyond””. On the weekend of 5-6 March, 2016, fifteen PhD/PhD-track students attended Module #1 of this course. On the first day we looked at how to generate research ideas and strategies for igniting research creativity. In the morning on day #2 of Module #1, was a 90-minute talk on “pitching research” of Faff (2015, 2017). The

talk was broken up as: a general discussion of the underlying philosophy of the pitching tool, then a hypothetical pitch of the pitching tool itself and finishing with a fantasy pitch – “Mickey Mouse and Climate Change”. The main benefit of the fantasy example is that it works for a diverse audience as was the case in the course (a mix of Tourism, Strategy, Finance, Management and Marketing students). Also, the fantasy setting allows a more relaxed and “fun” perspective, opening up a greater chance for seeing the full value of the tool.

While the fantasy pitch exercise itself was completed in a 90-minute timeframe (60 minutes of brainstorming, followed by 30 minutes of reporting back to the full group), as described above, the cohort had already been exposed to 5 x 90 minute sessions of related material over the weekend module. Three groups of five students were formed and they pitched three “fun” (intentionally nonsense) topics: (a) Teenage Mutant Ninja Turtles: Impact on Society; (b) Wipe-a-Baby; (c) Quality of Dairy Products: The Happiness of the Cow Does Matter. Such fantasy applications of the “pitching” approach, provide a low stress setting for appreciating and exploring the underlying philosophy of the tool. However, given the severe time constraints for the exercise, readers are cautioned not to be overly judgmental about the specifics contained in each pitch.

### **3. Mickey Mouse and Climate Change**

Table 1 presents a completed fantasy pitch about “Mickey Mouse and Climate Change”. This is a nonsense example that the lead author has used on many occasions in various pitch talks he has given around the world.<sup>vii</sup> It is a worked “fantasy” pitch example that has the great advantage of being easily understood by students in any discipline area – thus allowing an uncomplicated appreciation of the underlying components of the template and their role.

One “trick” that individuals can do in the context of this fantasy pitch example, is to substitute out for the key terms “Mickey Mouse” and “climate change”, with terms relevant and meaningful in one’s own discipline area. For example, a researcher primarily interested in corporate governance research could: (a) replace “Mickey Mouse” with “weak corporate governance” and (b) replace “Climate Change” with “financial crises”. In this way the working title becomes: “Weak corporate governance and financial crises”. Further, in Table 1 the research question is stated as: “Whether and

to what extent Mickey Mouse is responsible for climate change?”, which in the current example would convert into: “Whether and to what extent **weak corporate governance** is responsible for **financial crises**?”

Of course, such a translation of the nonsense “Mickey Mouse” pitch will only work up to a point. For example, moving down to Item E, “Idea”, the template begins: “The basic idea is to take a direct approach: to see if the sinister side of Mickey Mouse can be discovered by interviewing his friends...”. Translating this, would give us: “The basic idea is to take a direct approach: to see if the sinister side of **weak corporate governance** can be discovered by interviewing his friends...” Without meaningful adaptation, this clearly doesn’t make sense. Nevertheless, despite this limitation, as a “pedagogic” device, the Mickey Mouse example works just fine. Figure 1, illustrates the graphical approach to showing the novelty of the fantasy pitch - here “Mickey Mouse of Mickey Mouse”. The Venn diagram shows the intersection of three salient features: (a) Mickey Mouse (or e.g. weak corporate governance); (b) climate change (or e.g. financial crises); and (c) interviews.

## 4. Three Fantasy Pitch Examples from Student Groups

### 4.1 Teenage Mutant Ninja Turtles Fantasy Pitch

Figure 2 shows the actual handwritten Fantasy Pitch Template for teenage mutant ninja turtles (“TMNT”), as produced by Group #1 of AFDEN PhD students. Table 2 presents the counterpart word-processed fantasy pitch. As indicated in the table, the proposed study aims to analyse the impacts of TMNT, going beyond the popular belief about the likely negative impacts of TMNTs, to consider whether they have any positive impacts on society. The chosen setting is the Brisbane city area. As indicated in Item E (Idea), an interpretive inquiry is planned in which various actors will be interviewed and surveyed (Item F). In terms of Item G, Tools, Qualtrics, SPSS and NVivo are the key aspects.

### 4.2 Wipe-a-Baby Fantasy Pitch

Figure 3 shows the presentation slides for the Fantasy Pitch Template for “wipe-a-baby”, as produced by Group #2 of AFDEN PhD students. Table 3 presents the counterpart word-processed fantasy pitch. Group #2 pose the question – is the baby mop a feasible innovation? While not so clear in the materials here, in the class oral presentation it was made clear that the basic

idea is to attach a light-weight mop to the underside of a crawling baby – as the (pre-walking) baby crawls around on the floor, the mop will have a natural cleaning effect. Hence the name, “wipe” “a” “baby”. As indicated by the two key questions: (H) what’s new?: the novelty is using babies as mops; (I) So what?: considerable time and cost savings for the stay at home parent. Also of note in this pitch, is shown in the final item of Table 3, other considerations. Specifically, Group #2 recognise that security and ethics are important to highlight in this fantasy pitch – noting that the mop is soft and safe, taking advantage of “natural” baby movements. Finally, the second-last slide in Figure 3 shows the Mickey Mouse diagram – here the triple intersection novelty involves: (a) baby; (b) economic potential; and (c) field experiments.

### **4.3 Quality Dairy Products Fantasy Pitch**

Table 4 shows the word-processed Fantasy Pitch Template for “quality dairy products”, as produced by Group #3 of AFDEN PhD students. This pitch makes the case for linking the emotions of the cow and the consumer and particularly that the happiness of the cow does matter. The third aspect of the basic research question (Item B) is the essence of the pitch and is inherently appealing (despite its clear nonsensical nature): how (well) does a dairy product made from a happy animal influence the happiness of consumers? This is reinforced in Item E, Idea, with the suggestion that the moods of the cow and people are linked.

## **5. Conclusion**

This paper provides a narrative record of a pedagogic experiment involving a fantasy research pitch exercise conducted in a PhD course at the University of Queensland. Specifically, using Faff’s (2015, 2017) pitching research template, students attending the course were asked to create a “fantasy” research pitch. Three groups of five students were formed and they pitched three fantasy topics: (a) Teenage Mutant Ninja Turtles: Impact on Society; (b) Wipe-a-Baby; (c) Quality of Dairy Products: The Happiness of the Cow Does Matter. Given the time constraints for the exercise, such a fantasy application of the “pitching’ approach, provides a low stress setting for appreciating and exploring the underlying philosophy of the tool.

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Table 1. Fantasy Pitch #1 – “Mickey Mouse and Climate Change”

Pitcher's Name	For category	Humour	Date Completed
(A) Working Title	Robert Faff	"Mickey Mouse & Climate Change"	16/5/15
(B) Basic Research Question	Whether and to what extent Mickey Mouse is responsible for climate change?		
(C) Key paper(s)	MacFarlane, S., (2014), "Will the Real Mickey Mouse please stand up?", Disney Comics '76, 1-18 Duck, D., Simpson, H. and Bunny, B., (2015), "Theory and Empirical Evidence from the Inside: Cartoon Characters Unite", Disney Comics 77, 106-131. Hanna, W. and Barbera, J., (2013), "Global Warming and Cartoons: Evidence from the Studio", Disney Comics 75, 433-456. Mickey Mouse is such an innocuous cartoon character - but does he have a sinister side? Anecdotal evidence suggests that he does? How can this be so? It is a puzzle: on the one hand he is so well loved over the generations, but on the other hand now his climate-related actions are being called into question.		
(D) Motivation/Puzzle	Three core aspects of my empirical research project i.e. the "IDoIt's" guide		
(E) Idea?	The basic idea is to take a direct approach: to see if the sinister side of Mickey Mouse can be discovered by interviewing his friends. Why don't we just ask Minnie, Donald and Goofy? There is theoretical tension here that we can exploit: conspiracy theory predicts no affect, whereas the theory of Always Looking for Real Mickey (ALRAM) predicts that he is the driver of climate change.		
(F) Data?	Interview outcomes, transcript and other incidental research materials - including archives of old Mickey Mouse comics, movies and audio recordings.		
(G) Tools?	Interview and qualitative techniques: Interview protocol, Mixed methods and triangulation.		
(H) What's New?	Two key questions No one has ever questioned Mickey Mouse's motives, ethics or his influence - particularly, with reference to subtle ways that he may be affecting climate. No one has ever thought to (or been brave enough) interview his friends and ask the hard questions. This is path-breaking stuff. The truth about Mickey Mouse is important. If the evidence supports his innocence in regard to climate change, then Mickey can walk the streets safely once more. He can take his rightful place in Disney folklore and continue to appear in cartoons as a star. However, if the evidence shows that he is guilty, then we have to ask: what are his motives - why? Can Mickey rehabilitate and change his ways before it is too late? What can we learn as a society about his fall from grace? Is there a message to censors and the regulators of cartoon design and media? The future success of the entire animation industry is potentially at stake.		
(I) So What?	One bottom line This is potentially the most important piece in the puzzle for the climate change debate, since the publication of the famous "hockey stick" paper. It certainly might go a long way in turning the tide against the now famous "97%" statistic. We might need to collaborate with the Disney corporation? For example, they might be willing to fund some of the research expenses. But will such funding compromise the perceived independence of the research? Likewise, seeking support from the strong climate change activists might also threaten the perceived independence. Other neutral sources need to be sought.		
(J) Contribution?	Target journal: Disney comics is the obvious target outlet. However, is this journal of sufficiently high academic quality to justify investment in the project? Perhaps not? Ethics clearance will be needed. Indeed, there will be a sensitive case required here as the reputation of an iconic cartoon figure is at stake. This may also prove to be a deal breaker.		
(K) Other Considerations	The honesty of the interviewees will be a potential issue. How can we be sure that the likes of Minnie, Donald and Goofy will answer our questions truthfully? We can offer some degree of anonymity, but this will undermine other potential strengths in the research design. We need to be concerned about the trade-offs of the research design. Will this issue of honesty and lack of independence be a deal breaker? Competitor risk is low, since no one else is brave enough to tackle this research question. Climate change debate will not go away easily, so there is low obsolescence risk. No result risk is an issue - but it is worth the effort.		

[This pitch is Appendix A35 in the online appendix:  
[http://www.business.uq.edu.au/sites/default/files/pages/pitchingpaper\\_internet-appendix\\_a35-humour\\_16may2015.pdf](http://www.business.uq.edu.au/sites/default/files/pages/pitchingpaper_internet-appendix_a35-humour_16may2015.pdf)]

Table 2. Fantasy Pitch #2 – “Teenage Mutant Ninja Turtles”

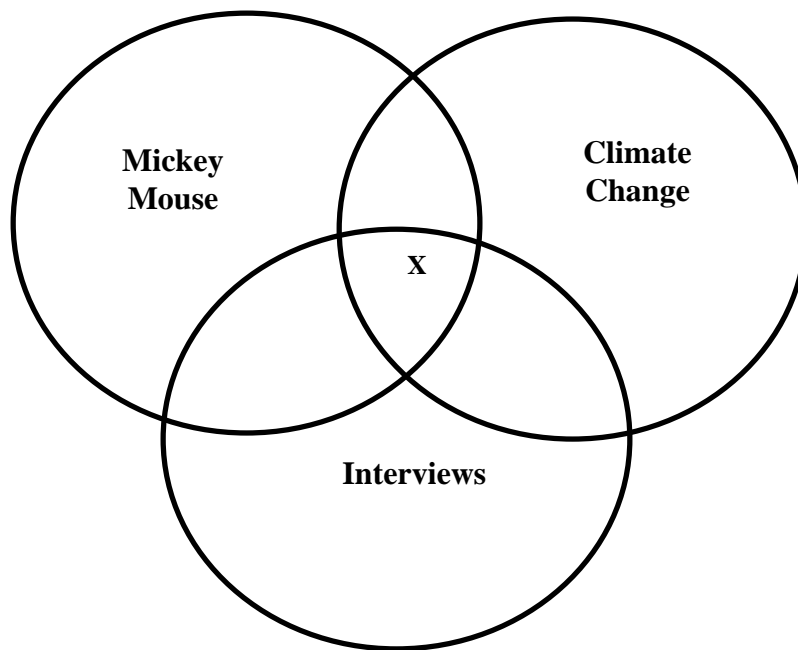
Pitcher's Name	Leelyn, Alison, Matt, Bill, Steve	For category	Economics	Date Completed	6/3/2016
(A) Working Title	Teenage Mutant Ninja Turtles (TMNT): Impact on Society				
(B) Basic Research Question	What is the impact of TMNT on Brisbane?				
(C) Key paper(s)	Shredder, T., (2015), "TMNT: Have they ruined art?", Journal of Morag Studios, 73 (5), 1-17. O'Neill, A., (2016), "The rise (and rise) of Domino", Bakers Delight 45 (1), 495-467 Stan, L., (2015), "The correlation between super heroes and super villains", Marvel 101 (7), 1001-1078.				
(D) Motivation/Puzzle	Popular belief in society is that TMNT have a negative impact on society (and are a menace to society); eating all the pizza (social costs), clogging up sewers leading to increased maintenance costs (economic costs), and leading to an increase in the number of villains (legal/political costs). However, there have been no studies on these impacts nor on whether TMNT have positive impacts on society.				
THREE	Three core aspects of any empirical research project i.e. the "IDPITS" guide				
(E) Idea?	An interpretative inquiry to explore the impacts of TMNT from key actors (including TMNT, villains, <b>society</b> , members) in the actual setting (Brisbane city). These ideas will be used to inform a quantitative study (benefit-cost analysis).				
(F) Data?	- interview data				
(G) Tools?	- survey and publicly available data - <b>qualtrics</b> and impact scales - SPSS				
TWO	- qualitative data management tools eg <b>Nvivo</b>				
(H) What's New?	No studies have yet explored the impact of well-known vigilantes despite their controversy in public opinions; this will be the first study to do that.				
(I) So What?	Key findings can be used to minimise negative impacts in society (government, public policy makers). Social marketers can use the findings to create perception-changing strategies. Firms within the pizza industry can use those insights for marketing (eg endorsement) strategies.				
ONE	One bottom line				
(J) Contribution?	Contributes to the study of impacts of superheroes/vigilantes on society – looking at both negative and positive impacts. Contributes to the literature on Economic Chain Impacts (Theory building)				

Table 3. Fantasy Pitch #3 – “Wipe-a-baby”

Pitcher's Name	Team 2	ESR category	Humour	Date Completed
(A) Working Title	Wipe-a-baby – is the baby mop a feasible innovation?			
(B) Basic Research Question	Can we quantify the economic potential of the baby mop for stay-at-home moom and dads?			
(C) Key paper(s)	<ul style="list-style-type: none"> <li>• Southam, C., Vanstone, B. (2009) Big babies – big potential: an investigation into the efficiency of baby mop crawling dynamics. <i>Journal of Birth and Merriment</i></li> <li>• Hahn, T. (2013) On the cleanliness of crawling babies. <i>Journal of Operations Research</i></li> </ul>			
(D) Motivation/Puzzle	Stay-at home parents have been an under-appreciated part of society for centuries. Novel research suggests that freeing up that time and utilizing the economic potential, might give the world GDP additional strength and stability to serve as a shock-absorber for future recessions. Can baby mopping be a piece to the puzzle?			
THREE	Three core aspects of any empirical research project i.e. the “Droids” guide			
(E) Idea?	We will endeavour to conduct direct experiments, replicating and extending the results found in the literature. This will require the enrolment of willing participants who will accompany their babies to the lab while experiments are being conducted. We want to determine whether babies can do a thorough job of cleaning without intervention.			
(F) Data?	<ul style="list-style-type: none"> <li>• Brisbane City: area as a field study</li> <li>• Samples of dirt collected per sqm.</li> <li>• Household numbers</li> </ul>			
(G) Tools?	<ul style="list-style-type: none"> <li>• Three stages:</li> <li>• Survey</li> <li>• Experiments</li> <li>• Follow-up interviews</li> </ul>			
TWO	Two key questions			
(H) What's New?	<ul style="list-style-type: none"> <li>• Effectiveness of babies as mops in a household</li> <li>• Assessing the economic potential of the freed up time</li> </ul>			
(I) So What?	This study will help us to better understand the time and cost saved for stay-at-home parents when utilizing the babies to clean up their own mess.			
ONE	One bottom line			
(J) Contribution?	The global economy is fragile, while parents are overburdened at home. This research might present a “two birds – one stone” contribution.			
(K) Other Considerations	SECURITY AND ETHICS			
	<ul style="list-style-type: none"> <li>• As a baby mop is soft and safe to use, parents do not have to worry about safety</li> <li>• The baby mop uses natural baby movements. Therefore, it is not ethically-questionable as child labour.</li> </ul>			

Table 4. Fantasy Pitch #4 – “Quality Dairy Products”

Pitcher's Name	Team 3	Food category	Date Completed
(A) Working Title	Quality of dairy products: Happiness of cow does matter		6/3/2016
(B) Basic Research Question	How do we make cow live a happy (life) early childhood? How do happy animals influence the quality of dairy products?		
(C) Key paper(s)	How do dairy products made of happy animals influence the happiness of the consumer? Colin (2015) Make the food happy, Food Science 49 (1), 500-525. Woolworths (2014). Cattle and customer loyalty, Journal of Behaviour Science 50 (1). It has been suggested that 80% of the Australian population consume dairy products for lunch. 60% of people feel happy and satisfied after lunch, while the rest get anxious and upset. Little studies have looked into the happiness of cows. Quality of meat influences people's mood.		
(D) Motivation/Puzzle	Three core aspects of any empirical research project i.e. the "DICE" guide		
THREE	The mood of cow and the mood of people are linked through the quality of food		
(E) Idea?	Ethnography observations of the cow. Interviewing the users of the products from controlled and uncontrolled groups.		
(F) Data?	50% if cows – control group (make them happy) vs. 50% of cows – make them upset		
(G) Tool?	Two key questions		
(H) What's New?	Linking dairy cow emotions to the emotions of people.		
(I) So What?	The dairy business will be able to deliver high quality products attracting and retaining customers.		
ONE	One bottom line		
(J) Contribution?	Including animal emotions into customer satisfaction models. Contribute to studies of human behaviour and food science.		



**Figure 1. Mickey Mouse of Mickey Mouse**



Fantasy Pitching Figure 2: Actual Handwritten TMNT Fantasy Pitch

Pitch Template - Reverse Engineering Exercise		Date Completed
Pitcher's Name	For category	1401 Economics 06/03/2016
(A) Working Title	Teenage Mutant Ninja Turtles: Impact on Society	
(B) Basic Research Question	What is the impact of teenage mutant ninja turtles (TMNT) on Brisbane?	
(C) Key paper(s)	<ul style="list-style-type: none"> <li>- Shredder, T. (2015). TMNT: Have they ruined art? Journal of Mortgage Studies, 73 (5), 1-17</li> <li>- O'Neill, A. (2016). The rise (and rise) of Dominos. Bakers Delight, 45(1) 495-467</li> <li>- Stan, L. (2015). The correlation between super heroes &amp; super villains. Marvel, 101(7), 1001-1078</li> </ul>	
(D) Motivation/Puzzle	Popular belief in society is that TMNT have a negative impact on society (and are a menace to society), eating all the pizza (social costs), clogging up sewers leading to an increased maintenance costs (economic costs), and leading to an increase in number of villains (legal/political costs). However, there have been no studies on these impacts nor on whether TMNT have positive impacts on society.	
(E) Idea?	<p>THREE</p> <p>Three core aspects of any empirical research project, i.e. the "IDIO'S" guide</p> <p>An interpretive inquiry to explore the impacts of TMNT from key actors in the actual setting (Brisbane city). These ideas will be used to inform a quantitative study (benefit-cost analysis).</p>	
(F) Data?	<ul style="list-style-type: none"> <li>- Interview data</li> <li>- Survey and publically available data</li> </ul>	
(G) Tools?	<ul style="list-style-type: none"> <li>- Qualtrics &amp; impact scales</li> <li>- SPSS</li> <li>- Qualitative data management tools (e.g. NVivo)</li> </ul>	



<p>TWO</p> <p>(H) What's New?</p>	<p>Two key questions</p> <p>No studies have yet explored the impact of well-known vigilantes despite their controversy in public opinions; this will be the first study to do that.</p>
<p>(I) So What?</p>	<p>Key findings can be used to minimise negative impacts in society. (Government, Public policy makers) Social marketers can use the findings to create perception - Changing strategies. Firms within the pizza industry can use these insights for marketing (e.g. endorsement) strategies</p>
<p>ONE</p> <p>(J) Contribution?</p>	<p>One bottom line</p> <p>Contributes to the study of impacts of superheroes/vigilantes on society - looking at both negative &amp; positive impacts. Contributes to literature on Economic Chain Impacts (Theory - Building)</p>
<p>(K) Key Findings (max = 3)</p>	<p>Impacts:</p> <ul style="list-style-type: none"> <li>- Economic: Stimulating economy (pizza purchase; job creation) (pizza &amp; construction industry) (Positive)</li> <li>- Cultural: Fostering a vigilante culture (Negative)</li> <li>- Social/Economic: Needing less police per capita (Positive)</li> <li>- Health/Social: Society members venturing into sewers (Negative)</li> </ul>



Figure 3: “Wipe-a-Baby” Pitch Slides



Figure 3: “Wipe-a-Baby” Pitch Slides (continued)

<sup>i</sup> Recent examples of short papers that illustrate the application of the pitching template are: Ali (2016); Atif (2016); Beaumont (2015a, b); Brenner (2016); Ellis (2016); McKay and Haque (2016); Qureshi (2016); Rad (2016); Rahman (2016); Ratiu (2016); Ratiu (2015a,

- b); Rekker (2016); Shahzad (2016); Sivathaasan (2016); Unda (2015a, b); Wallan and Spry (2016) and Xue (2016).
- ii Notably, various recent published articles acknowledge Faff's (2015, 2017) template as a critical research planning tool, e.g. Chang and Wee (2016); Menzies, Dixon and Rimmer (2016); Dang and Henry (2016); Mathuva (2016); and Sivathaasan, Ali, Liu and Haung (2017).
- iii A free web portal provides a convenient means for pitch creation: PitchMyResearch.com
- iv This complements the existing stable of PR papers in which Faff (2015) and Faff (2017) are at the core, with Faff (2017) representing the living "central clearinghouse" paper – providing updated information/weblinks to the growing set of "pitching" resources and initiatives. The broader stable of "pitching research" papers comprise: Faff (2016a); Faff (2016b); Faff (2016c); Faff, Godfrey and Teng (2016); Faff, Ali, et al (2016); Faff, Carrick, Chen, Dalles, et al. (2017); Faff, Carrick, Chen, Escobar, Khong, Nguyen and Tunny (2017a and b); Faff and Kastle (2016); Faff, Li, Nguyen and Ye (2016); Faff, Wallan, et al (2016); Faff, Lay and Smith (2016); Teng and Faff (2017); Nguyen, Faff and Haq (2017).
- v The 2015 UQAPS pitching research competition final was video recorded and have been uploaded to YouTube. The addresses are as follows (the event introduction can be found are <https://www.youtube.com/watch?v=CQ6I6ejgy4c>):
1. Gill: <https://www.youtube.com/watch?v=aaYchX039Fs>
  2. McCullough: <https://www.youtube.com/watch?v=yvgbX9oCIHo>
  3. Eats: <https://www.youtube.com/watch?v=FICRGpu2P9M&feature=youtu.be>
  4. Mahmud: <https://www.youtube.com/watch?v=czTkGJTWO2Y&feature=youtu.be>
  5. Ndugwa: <https://www.youtube.com/watch?v=RPNfHUolx5c&feature=youtu.be>
  6. Gorji: <https://www.youtube.com/watch?v=kBGEWPR1bUk&feature=youtu.be>
  7. Noh: <https://www.youtube.com/watch?v=KoUWH2LRmUE>
- vi AFDEN is the AFAANZ Doctoral Education Network. For more information, see the AFDEN web page: <http://www.afaanz.org/doctoral-programs#AFAANZDOCTORALELUCATIONNETWORK>
- vii For example, see Faff (2016a).