

## Transferable Skills – Bureau des Etudes Doctorales (B.E.D.)

Office of the Vice-Rector for Research

2021-2022 Summer Semester – Planning overview				
Code & Format	Training event & Moodle registration link	Dates	Timing	Bookings start on
ELEARNING-ETHICS Online	<a href="#">Research Integrity – Core &amp; suppl. modules</a> Provider: Epigeum – Oxford University Press	All through the year	Self-paced	All through the year
21-22SUM-TIME1 In class - Belval	<a href="#">Improving Focus &amp; Time management</a> Instructor: Dr. Maurizio Cortesi	21, 28 February & 7, 14, 21, 28 March 2022	14:00-15:30	21 January – 09:00 AM
21-22SUM-GSPA2 Online	<a href="#">Good Scientific Practice - Group A</a> Instructor: Dr. Michael Gommel	23-24-25 February 2022	Day 1 & 2: 09:30-16:15 Day 3: 09:30-12:15	24 January - 09:00 AM
21-22SUM-RAWR3 In class - Kirchberg	<a href="#">Research Article Writing</a> Instructor: Dr. Jennifer Skipp	24 February, 10, 24 March 7, 21 April & 5 May 2022	13:15-15:45	25 January - 09:00 AM
21-22SUM-PHDA4 Online	<a href="#">My PhD life cycle – Group A</a> Instructor: Ms Anja Lenninger	3 March 2022	09:00-12:00	3 February – 09:00 AM
21-22SUM-SCOM5 Online	<a href="#">Science communication</a> Instructor: Dr. Dirk Hans & FNR	7-8 March & 4-5 April	Day 1-2-3: 09:00-18:00 Day 4: 09:00-16:00	!! 14 January - 09:00 AM (earlier bookings start date)

Note: This planning and especially the training format (in class or online) are subject to change according to the evolution of COVID19 measures.

## Transferable Skills – Bureau des Etudes Doctorales (B.E.D.)

Office of the Vice-Rector for Research

2021-2022 Summer Semester – Planning overview				
Code & Format	Training event & Moodle registration link	Dates	Timing	Bookings start on
21-22SUM-ENTR6 In class - Belval	<a href="#">Introduction to Entrepreneurship</a> Instructors: Uni Luxembourg Incubator & guests	9-10 <b>OR</b> 10-11 March 2022 (to be confirmed)	09:00-17:00	9 February - 09:00 AM
21-22SUM-LEAD7 Online	<a href="#">Leadership skills</a> Instructor: Ms Monika Thiel	14-15 March 2022	09:00-17:00	14 February - 09:00 AM
21-22SUM-PMAN8 In class - Belval	<a href="#">Fundamentals of project management</a> Instructor: Dr. Sylvie Fromentin	16-17-18 March 2022	10:00-16:00	16 February - 09:00 AM
21-22SUM-STRES9 In class - Belval	<a href="#">Knowing &amp; reducing your stress</a> Instructor: Dr. Maurizio Cortesi	5, 12, 19, 26 April & 3, 10 May 2022	14:00-15:30	4 March - 09:00 AM
21-22SUM-CONF10 In class - Belval	<a href="#">Conference Skills</a> Instructor: Dr. Jennifer Skipp	19, 26 April & 3, 10, 17, 31 May 2022	12:15-15:45	18 March - 09:00 AM
21-22SUM-GSPB11 Online	<a href="#">Good Scientific Practice - Group B</a> Instructor: Dr. Michael Gommel	27-28-29 April 2022	Day 1 & 2: 09:30-16:15 Day 3: 09:30-12:15	25 March - 09:00 AM

Note: This planning and especially the training format (in class or online) are subject to change according to the evolution of COVID19 measures.

## Transferable Skills – Bureau des Etudes Doctorales (B.E.D.)

Office of the Vice-Rector for Research

2021-2022 Summer Semester – Planning overview				
Code & Format	Training event & Moodle registration link	Dates	Timing	Bookings start on
21-22SUM-THES12  Online	<a href="#">Managing your relationship with your thesis director</a>  Instructor: Dr. Stephanie Hann	3-4-5-6 May 2022	09:00-13:00	4 April - 09:00 AM
21-22SUM-VISU13  Online	<a href="#">Visual Communication of Science</a>  Instructor: Dr. Jernej Zupanc	12-13 May 2022	Day 1: 09:00-16:30 Day2: 09:00-13:30	12 April - 09:00 AM
21-22SUM-RESI14  In class - Belval	<a href="#">Resilience &amp; Wellbeing</a>  Instructor: Dr. Maurizio Cortesi	16, 23, 30 May & 7, 13, 20 June 2022	14:00-15:30	14 April - 09:00 AM
21-22SUM-STAT15  Online	<a href="#">Data visualisation &amp; statistic graphics with Stata</a>  Instructor: Dr. Philippe Van Kerm	23-24 & 30 May 2022	Day 1 & 2: 10:30-15:00 Day 3: 14:00-17:00	22 April - 09:00 AM
21-22SUM-PHDB16  In class - Belval	<a href="#">My PhD life cycle – Group B</a>  Instructor: Ms Anja Lenninger	2 June 2022	09:00-12:00	2 May - 09:00 AM
21-22SUM-POST17  In class - Belval	<a href="#">Preparing effective research poster</a>  Instructor: Dr. Malou Fraiture	3 June 2022	10:00-15:00	3 May - 09:00 AM

Note: This planning and especially the training format (in class or online) are subject to change according to the evolution of COVID19 measures.

## Transferable Skills – Bureau des Etudes Doctorales (B.E.D.)

Office of the Vice-Rector for Research

2021-2022 Summer Semester – Planning overview				
Code & Format	Training event & Moodle registration link	Dates	Timing	Bookings start on
21-22SUM-TEAA18 Online	<a href="#">Getting Started in Teaching - Group A</a> Instructor: Dr. Susan Dunn	7-8 June 2022	Day 1: 09:45-13:15 Day 2: 14:00-17:30	6 May - 09:00 AM
21-22SUM-TEAB19 In class - Belval	<a href="#">Getting Started in Teaching - Group B</a> Instructor: Dr. Susan Dunn	21-22 June 2022	09:00-12:30	20 May - 09:00 AM
21-22SUM-BRES20 Online	<a href="#">Becoming a Researcher</a> Instructor: Collective FSTM	27-28 June and 4-5-6-7 July 2022	13:00-15:30	25 May - 09:00 AM
21-22SUM-GSPC21 Online	<a href="#">Good Scientific Practice - Group C</a> Instructor: Dr. Michael Gommel	29-30 June & 1 July 2022	Day 1 & 2: 09:30-16:15 Day 3: 09:30-12:15	30 May - 09:00 AM

Note: This planning and especially the training format (in class or online) are subject to change according to the evolution of COVID19 measures.

## Practical information

- All these courses are open to PhDs enrolled at the University of Luxembourg.
- PhDs from Luxembourg Institutes (LIs) may participate, if some seats are still available.
- Visiting PhDs should contact TS team beforehand and request will be handled case by case.
- Registration forms and detailed descriptions are available on **Moodle** under „[Doctoral Education > Transferable Skills](#)“ folder.
- Dates/ formats are subject to change during the semester, please check Moodle regularly for updated information.
- Registrations start 1 month before course starting date at 09:00 AM, unless stated otherwise on the Moodle Registration page.
- Please check that you belong to the target group for each course (ex: *1st year, 2nd year, ..., all PHDs...*) before registering, in order to ensure a fair and smooth registration process.
- Registrations are handled on a „first come, first served“ basis and no exception will be made.
- A waiting list is available to show your interest for a fully booked event.  
TS team will contact PhDs from this waiting list, only if seats should become available.
- If applicable: ECTS are granted if all training sessions of a course are attended and course work-assignments are completed in due time.
- [TS Training Policy](#) can found on **Moodle**.
- For further information, please contact the TS team ([ts@uni.lu](mailto:ts@uni.lu)).

Note: This planning and especially the training format (in class or online) are subject to change according to the evolution of COVID19 measures.

## IMPROVING FOCUS AND TIME MANAGEMENT

<b>Facilitator</b>	Dr. Maurizio Cortesi
<b>Dates</b>	21, 28 February & 7, 14, 21, 28 March 2022
<b>Time</b>	14.00 – 15.30
<b>Target group</b>	1 <sup>st</sup> and 2 <sup>nd</sup> year PhD students
<b>Location</b>	In class, Belval Campus (room be to confirmed)
<b>Description and contents</b>	<p>During the long years of PhD research, it is easy to lose track of our plans and schedules. A researcher's curiosity makes it extremely easy, and rewarding, to endlessly search for new information, knowledge, articles, even if unrelated to his main aims. While this is part of the research process, and provides fertile ground for pollination from other domains and disciplines, it can also be a signal of some issues with time and attention management. Many new challenges (deadlines, meetings, conferences, supervision, teaching activities, etc.) are met every day as well as the pressure to deliver the thesis in time and successfully.</p> <p>The goal of this experiential workshop is to explore the dynamics of attention (and its various forms) and discover practices aiming at developing it. We will also discuss and explore techniques for time management. As the workshop aims to be highly experiential, not only we will share (small and wide groups) and explore during the sessions, but you will be invited to put the different exercises into practice during your daily life in-between sessions. We will therefore learn together also from the discoveries and obstacles you will meet in daily life at work and at home. This is not a theoretical course.</p> <p>Please note that in between sessions, the participants will be invited to explore in their daily life at work and home (around 20 minutes per day) and to keep a daily journal of their journey during the program. These home practices and explorations are to be considered an essential part of the program. They represent the in-between session course workload (10h).</p>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	9
<b>In-between course workload (hrs)</b>	10
<b>Pre- and post-workload (hrs)</b>	6 (3+3)
<b>Course pre-work</b>	<ul style="list-style-type: none"> <li>– Participants are asked to write a document considering the following question:</li> <li>– What are my main obstacles right now in my daily life at work? Are these obstacles new for me?</li> </ul>

	<ul style="list-style-type: none"> <li>– How does it look like (feelings, motivation, satisfaction, concentration, environment) when I experience a productive or an unproductive day? Any differences jump to the eye?</li> </ul>
<b>In between-sessions-work</b>	<p>Please note that in between sessions the participants will be invited to explore in their daily life at work and home (around 20 minutes per day) and to keep a daily journal of their journey during the program. These home practices and explorations are to be considered an essential part of the program. They represent the in-between session course workload (10h).</p>
<b>Course post-work</b>	<p>Write down a document reflecting on the following:</p> <ul style="list-style-type: none"> <li>– What did I learn from this programme? Which practices/techniques worked best for me and which ones will I integrate in my daily life? Make a little plan for change in the short, mid and long term and how these practices might support you.</li> <li>– What will I do today (and during these coming months) that might help me reach the objectives I would like to achieve in the coming years?</li> </ul>

## GOOD SCIENTIFIC PRACTICE Group A

<b>Course Title</b>	Good Scientific Practice
<b>Facilitator</b>	Dr. Michael Gommel
<b>Date</b>	23, 24 & 25 February 2022
<b>Time</b>	Day 1 & 2: 9:30-16:15 Day 3: 9:30-12:15
<b>Target group</b>	Priority to 1 <sup>st</sup> and 2 <sup>nd</sup> year PhD students
<b>Location</b>	Online
<b>Description</b>	<p>The major objective of the workshop “Good Scientific Practice” is to know and understand the basic principles, rules and values of the responsible conduct of research in all its stages, according to local, national and international regulations and guidelines. The participants will explore the differences and grey areas between good scientific practice, questionable research practices, and misconduct. They will learn how misconduct can be recognized and prevented, and how it should be addressed and dealt with in case it occurs, and what damage it can cause if it is handled improperly. The participants will learn to develop appropriate measures for protecting their personal research integrity and are encouraged to discuss structural problems that endanger the integrity of science as a whole. They will also receive homework for the protection of their scientific work.</p>
<b>Topics covered</b>	<p>The content of the workshop follows the curriculum “Good scientific practice” which was commissioned by and developed in cooperation with the German Research Ombudsman:</p> <ul style="list-style-type: none"> <li>– Definitions of good scientific practice and scientific misconduct</li> <li>– Degrees and extent of scientific misconduct</li> <li>– Examples for responsible and irresponsible conduct of research</li> <li>– Data and source management</li> <li>– Authorship and the process of publication</li> <li>– Mentoring and supervision as tools for fostering good scientific practice</li> <li>– Conflict management: how to deal with scientific misconduct</li> <li>– Reactions to scientific misconduct</li> <li>– Responsibility and accountability of researchers</li> <li>– Local, national and international guidelines and regulations</li> </ul> <p>The online workshop encourages the active involvement of the participants and features the following didactic elements: case studies, individual working sessions,</p>



	plenary discussion, information input. Supporting documents will be provided after the workshop.
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	14
<b>Post-course workload (hrs)</b>	11
<b>Post -course work</b>	The participants are asked to read relevant GSP documents and to think about how they can improve their own "good scientific practice" and write a short report about what they plan to do. This homework will be given during the workshop.

## Research Article Writing

<b>Course Title</b>	Research Article Writing	
<b>Facilitator</b>	Dr. Jennifer Skipp	
<b>Dates</b>	24 February, 10, 24 March, 7, 21 April & 5 May 2022	
<b>Time</b>	13:15-15:45	
<b>Target group</b>	Only for PhD students <b>currently writing a research article</b>	
<b>Location</b>	In class, Kirchberg Campus (room to be confirmed)	
<b>Description</b>	<p>It will improve your insight into the structural, stylistic and rhetorical features of research articles as well as the writing and publication process. It will also provide opportunities for writing your research article, editing and reflection.</p> <p>This is not a language course (for academic language courses, consult the University of Luxembourg Language Centre site). This intensive course requires work every week and combines class sessions, research article writing, independent learning tasks, peer feedback and an individual consultation with the lecturer.</p>	
	<b>Task submission deadlines for coursework</b>	<b>Dates of the classes</b>
<b>Week 1</b>	ILT: Starting and keeping writing (chapter 1) > <b>22. Feb (by Midday)</b>	<b>Class session 1: 24. Feb</b> Course info Proofreading tools Distraction-free writing
<b>Week 2</b>	One of these ILTs: -Abstracts & titles (chapter 7) -The Introduction section (chapter 8) -The Methods section (chapter 9) -Discussion & conclusion (chapter 10) > <b>1. March</b>	
<b>Week 3</b>	ILT: Constructing coherent paragraphs (chapter 3) > <b>8. March</b>	<b>Class session 2: 10. March</b> Constructing coherent paragraphs
<b>Week 4</b>	ILT: Crafting clear sentences (chapter 4) - > <b>22. March</b>	<b>Class session 3: 24. March</b> Crafting clear sentences

	<b>Week 5</b>	Writing & reflection: 1 > 29. March	Consultations on demand 31. March (book by week 4 via Moodle)
	<b>Week 6</b>	ILT: Reducing wordiness (chapter 5) > 5. April	Class session 4: 7. April Reducing wordiness
	<b>Week 7</b>	ILT: Getting published (chapter 2) > 12. April	Consultations on demand 14. April (book by week 6 via Moodle)
	<b>Week 8</b>	Writing & reflection: 2 > 19. April	Class session 5: 21. April Getting published
	<b>Week 9</b>	Another one of these ILTs: > 26. April -Abstracts & titles (chapter 7) -The Introduction section (chapter 8) -The Methods section (chapter 9) -Discussion & conclusion (chapter 10)	Consultations on demand 28. April (book by week 8 via Moodle)
	<b>Week 10</b>	Peer review report > by 3. May	Class session 6: 5. May Writing productivity Revision Q&A
	<b>Post-course work</b>	Writing & reflection: 3 > 10. May	
<b>ECTS</b>	3		
<b>In-person workload (hrs)</b>	30		
<b>In-between workload (hrs)</b>	45		
<b>Pre-course work</b>	Preparation for the first class session (by 22. Feb.)		
<b>Post-course work</b>	Last writing and reflection task (by 10. May)		
<b>Application for the course</b>	<p>Admission is by application: submission of part of a research article you are writing/have written. If you are not the only or first author, you should indicate which parts are yours. The text may be a draft. Submission per mail to the lecturer: <a href="mailto:jennifer.skipp@ext.uni.lu">jennifer.skipp@ext.uni.lu</a></p> <p><b>Deadline for application: 7. February 2022</b></p>		

## MY PHD LIFE CYCLE

<b>Course Title</b>	My PhD Life Cycle – Group A
<b>Facilitator</b>	Ms. Anja Lenninger
<b>Date</b>	3 March 2022
<b>Time</b>	9h00 – 12h00
<b>Target group</b>	All PhD students
<b>Location</b>	Online
<b>Description</b>	Aim of this 3h-workshop is firstly to provide you with some general guidelines regarding the key phases of your PhD at the University of Luxembourg, as CET, your rights & duties, the Doctoral Education Agreement but also life on the campus, networking with other PhDs, etc. A Questions & Answers session will allow you to ask practical questions and learn from your peers.
<b>Topics covered</b>	Getting to know your PhD life cycle, rights & duties of a doctoral candidate, identify the key players, reflect on your three to four years coming up and beyond with career options after a PhD
<b>ECTS</b>	Not applicable
<b>In-person course workload (hrs)</b>	3h
<b>Pre-workload (hrs)</b>	2h as pre-course work (optional)
<b>Course pre-work</b>	Please bring any specific question you have regarding PhD in general for the Q&A session.

## SCIENCE COMMUNICATION

<b>Course Title</b>	Science Communication
<b>Facilitator</b>	Collective: Dirk Hans and guests
<b>Dates</b>	7-8 March & 4-5 April 2022
<b>Time</b>	Day 1-2-3: 09:00-18:00 Day 4: 09:00-16:00
<b>Target group</b>	All PhD students
<b>Location</b>	In class, Belval Campus (room to be confirmed)
<b>Description</b>	<p>Do you love science? Do you want to get people excited about it? Then participate in this science communication course held by biologist and long-time science journalist Dirk Hans and several other experts in the field.</p> <p>Spread over two 2-day course blocks, this <b>introductory course (!)</b> will not only give you <b>an understanding of basic concepts of science communication</b>: Who are we communicating to and how do we best reach our audience? What is the science of communication? And what is worth being communicated?</p> <p>You will also get to know the <b>organizational structures</b> involved as well as different <b>communication tools</b> (e.g. print, social media or videos).</p> <p>You will develop some of the course content interactively (group work), write a press release and even found a new research center. Individually designed assignments will be prepared in groups in between the two block courses.</p> <p>Successful completion of the course will be based on the quality of completed assignments as well as regular attendance and ACTIVE participation in the course.</p> <p>Please note: This course is not only suitable for life scientists, but for <b>researchers of all disciplines</b> (e.g. social sciences, law, etc.)!</p> <p><b>Registration</b> to the course is only possible via this application form: <a href="http://ulsurvey.uni.lu/index.php/848724?lang=en">http://ulsurvey.uni.lu/index.php/848724?lang=en</a> and open from 17 – 24 January 2022.</p> <p>The course is one part of the <b>DESCOM</b> project (Doctoral Education in Science Communication) which is supported by the Luxembourg National Research Fund (FNR). DESCOM provides education in science communication to young scientists in order to sustainably foster the dialogue between researchers and the greater public or other</p>

	<p>stakeholders. You can also gain some hands-on experience and additional ECTS in a science communication internship at one of the partner institutes of DESCOM. Those internships will deepen your learning skills in science communication. Applications are possible year-round. Further information about the internships can be found on the DESCOM <a href="#">website</a>.</p> <p>If you have any question regarding the course or the internships, please contact <a href="#">Nicole Paschek</a>.</p> <p>Please note: How to best communicate scientific results to other scientists from the same field of research is not a topic of this course. For this, please refer to other TS courses (e.g. Presentation Skills, Research Article Writing...).</p>
<b>Topics covered</b>	<p>Overall teaching goal: Understanding of basic concepts of science communication, knowledge of essential communication tools and organisational structures.</p> <p>Seminar incl. practices about:</p> <ol style="list-style-type: none"> <li>1) Environment of science communication and general concepts <ol style="list-style-type: none"> <li>1.1) Overall situation of science</li> <li>1.2) Communication science</li> <li>1.3) Stakeholders of science</li> <li>1.4) Goals of science communication</li> </ol> </li> <li>2) Structures and organization of science communication <ol style="list-style-type: none"> <li>2.1) Institutional communication</li> <li>2.2) The communicators</li> <li>2.3) Brand development</li> </ol> </li> <li>3) Tools of science communication (Web, Social Media, Print, AV-Media, Events, Personal Communication)</li> </ol>
<b>ECTS</b>	2
<b>In-person course workload (h)</b>	30
<b>In between session course workload (h)</b>	20
<b>In-between work</b>	You have to attend all 4 dates of ONE course and participate regularly in discussions and group work. You will develop some of the course content interactively (group

work). Individually designed assignments of approximately 20 work hours will be prepared in groups in between the two block courses.

## Introduction to Entrepreneurship

<b>Course Title</b>	Introduction to Entrepreneurship
<b>Facilitator</b>	Entrepreneurship programme & University of Luxembourg Incubator with the support of external speakers
<b>Dates</b>	9-10 March 2022 <b>OR</b> 10-11 March 2022 (! final dates to be confirmed !)
<b>Time</b>	09:00-17:00
<b>Target group</b>	All PhD students
<b>Location</b>	In class – Belval Campus (Incubator premises)
<b>Description</b>	<p>Many researchers (doctoral candidates, post-doc ...) will make a switch to industry at some point in their career. Knowledge of business aspects such as marketing, intellectual property rights, finance and business models are essential to succeed, but in the academic arena in which researchers learn their scientific skills these subjects aren't often elaborated upon. The Introduction to Entrepreneurship is an interactive course designed to test researchers' entrepreneurial appetite and jumpstart their entrepreneurial adventure. Whether researchers want to ignite their entrepreneurial spirit or get just enough flavor of entrepreneurship to flourish as entrepreneurs within any organization, they will learn the basic building blocks to excel.</p> <p><b>TEACHING METHODS</b></p> <p>The course consists of a mix of workshops, discussions, problem-solving challenges tackled by researchers.</p>
<b>Topics covered</b>	<p>With a wide breadth of knowledge about entrepreneurship, creativity, innovation and business essentials, the skills learned during this workshop are vital for the success of any business, both new ventures as well as in established companies. The goal of this two days course is to provide you guidance with an overarching framework:</p> <ul style="list-style-type: none"> <li>– To be aware of entrepreneurship opportunities</li> <li>– To be able to professionalize your research projects</li> <li>– To be aware of how to develop an entrepreneurial project such as: <ul style="list-style-type: none"> <li>○ Identify an opportunity</li> <li>○ Evaluate an idea</li> <li>○ Assess the market</li> <li>○ Strategize your venture growth development</li> <li>○ Pinpoint and manage the critical risks</li> <li>○ Build a financial model and discover the key financial information</li> <li>○ Learn to pitch effectively</li> <li>○ Create your company in Luxembourg</li> </ul> </li> </ul>



<b>ECTS</b>	2
<b>Course workload</b>	16 hours
<b>Course pre-work</b>	4 hours: reading assignment
<b>Course post-work</b>	30 hours: Develop a holistic view of your business by building your own business model canvas (BMC), financial model and pitch deck based on your research project

## Leadership Skills

<b>Course Title</b>	Leadership Skills
<b>Facilitator</b>	Monika Maria Thiel, M.A.
<b>Dates</b>	14-15 March 2022
<b>Time</b>	09:00-12:00 / 14:00-17:00
<b>Target group</b>	All PhD students
<b>Location</b>	Online
<b>Description</b>	<p>How to lead and motivate a team and plan efficiently</p> <p>Did you know that your leadership style and the quality of team communication have a huge impact on motivation and performance? That team dynamics can either become an obstacle or lead to a success story. Performance and results depend on the quality of teamwork, on established communication and cooperation structures and on effective task management. And last but not least on your confidence (!) and ability to integrate and get every team member aboard. If you want to enhance your leadership and self-management skills and at the same time have fun with group exercises and role-playing games, this workshop is for you!</p> <p>You will reflect on your own role and strengths and learn how to implement effective tools right from the beginning in order to save you from common pitfalls. The workshop provides you with basic aspects of team roles, phases, useful meeting structures and task management elements. Here you will explore powerful communication tools such as the art of listening, creative problem solving and implementing a constructive feedback culture. Furthermore, we will discuss elements of motivating leadership and how to build trust and encourage teams towards the realization of goals.</p> <p>These new-found leadership skills will help you motivate and inspire a team, leverage teamwork i.e., initiate and maintain a positive team spirit and successful collaboration.</p> <p>Methods:</p> <p>Trainer input, individual self-reflection exercises, group exercises via breakout sessions, case studies, mentimeter polls, plenum discussions, video clips, feedback</p>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	15

<b>Pre- and post-workload (hrs)</b>	8
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>– Team development stages and team management (Teamwork clock, team triangle)</li> <li>– Team roles</li> <li>– Elements of high-performance teams</li> <li>– Transformational leadership</li> <li>– Meeting culture</li> <li>– Planning and prioritizing own and the team’s tasks (Kanban method)</li> <li>– Leading yourself (self-awareness, enhance confidence, strength orientation, work-life balance)</li> <li>– Dealing with emotions (own and others’) and leading by example</li> <li>– Unify diverse teams, integrate different personalities and interests (Riemann types)</li> <li>– Creative problem solving tools</li> <li>– Motivate and inspire by finding attractive goals, making accomplishments visible, encouraging and challenging with feedback</li> <li>– Building trust through listening and empathy</li> </ul>
<b>Course pre-work</b>	<p><b>Participants are asked to read:</b>  Yukl GA (2010) Leadership in Organizations. 7th ed. Pearson Education, Prentice Hall: Chapter 11: “Leadership in Teams and Decision Groups” pages: 332-364.</p>
<b>Course post-work</b>	Participants are asked to write a 1-2-page reflection on their learnings.

## FUNDAMENTALS OF PROJECT MANAGEMENT

<b>Facilitator</b>	Dr. Sylvie Fromentin
<b>Dates</b>	16-17-18 March 2022
<b>Time</b>	10:00-16:00
<b>Target group</b>	2 <sup>nd</sup> and 3 <sup>rd</sup> year PhD students
<b>Location</b>	In class, Belval Campus (room to be confirmed)
<b>Description</b>	<p>The purpose of the course is to provide future team members of projects with advanced techniques and practical skills for initiating, planning, tracking, controlling and evaluating any kind or size of project.</p> <p>This course covers the fundamental skills, concepts and techniques for managing development projects through the project lifecycle, start to finish.</p> <p>At the end of the course, the participants will be able to gain a good understanding of project management, the methods and tools used to manage any kind projects (not necessarily related to research; PM methods can be applied for non-academic projects, within the industry or private companies for instance) and how to ensure the success of a project.</p> <p><b><u>This course will not cover specific elements for the participants doctoral research project.</u></b></p>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	16
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>– Project Management Framework</li> <li>– Roles and responsibilities</li> <li>– Project triple constraints</li> <li>– RASIC</li> <li>– Portfolio and Project Management</li> <li>– Project Management Phases: <ul style="list-style-type: none"> <li>○ Phase 1: Initiating <ul style="list-style-type: none"> <li>▪ Project Charter</li> <li>▪ Work Package</li> <li>▪ Statement of Work</li> <li>▪ Scope Management</li> </ul> </li> <li>○ Phase 2: Planning <ul style="list-style-type: none"> <li>▪ Develop Project Plan</li> <li>▪ Time Management</li> <li>▪ Planning Process</li> <li>▪ Resource Plan</li> <li>▪ Gantt Chart</li> <li>▪ Quality Management</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Phase 3: Executing           <ul style="list-style-type: none"> <li>▪ Project reporting plan</li> <li>▪ Stakeholder management</li> <li>▪ Deliverable and acceptance process</li> <li>▪ Measure progress</li> <li>▪ Quality Assurance</li> <li>▪ Communication Management</li> </ul> </li>   <li>○ Phase 4: Monitoring and Controlling           <ul style="list-style-type: none"> <li>▪ Integrated Change Control</li> <li>▪ Risk and Issue Management</li> <li>▪ Escalation process</li> </ul> </li>   <li>○ Phase 5: Closing           <ul style="list-style-type: none"> <li>▪ Project closing</li> <li>▪ Lessons learned</li> </ul> </li>   <li>– Project Management skills</li> <li>– How to develop Project Management skills?</li> </ul>
<p><b>Course pre-work (4h30)</b></p>	<p>Participants are asked to write a document considering specific questions and do some pre-course reading assignments (more information on Moodle in due time)</p>
<p><b>Course post-work (4h30)</b></p>	<p>Participants are asked to write a document considering specific questions and do some post-course reading assignments (more information on Moodle in due time)</p>

## KNOWING AND REDUCING YOUR STRESS

<b>Facilitator</b>	Dr. Maurizio Cortesi
<b>Dates</b>	5, 12, 19, 26 April & 3, 10 May 2022
<b>Time</b>	14.00 – 15.30
<b>Target group</b>	All PhD candidates
<b>Location</b>	In class, Belval Campus (room to be confirmed)
<b>Description</b>	<p>Stress can be very intense during the PhD years. Not only there are new challenges to be faced and the pressure to deliver in time and successfully, but also the added stress to think about career options and challenges. Engaging in a PhD can be a very exciting and attractive opportunity. At the same time, for some of us this means moving away from home for the first time (or once again), perhaps in a far-away country. Stress is not only caused by perspectives and challenges in our daily lives, but also by a difficult social environment, the encounter with a new culture and way of working, and challenging relationships. This can feel ever more stressful when we also experience a sense of isolation and miss the support of families and friends.</p> <p>The goal of this experiential workshop is to investigate and familiarize with stress dynamics/impact, fostering awareness of how it presents in the body-mind (in our own very subjective experiences and lives) and of our habitual reactive patterns. At the same time, we will explore and practice ways to reduce stress (making choices around our perspectives and actions; making changes in the environment when this is possible; pausing and resourcing when stress shows up; fostering a sense of space and agency when meeting life and work challenges in the personal and interpersonal domains).</p> <p>The workshop aims to be highly experiential. You will be invited to engage in the practices/exercises that will be offered in the sessions and we will learn from the discoveries and obstacles that we will experience during the sessions and while practicing at home by yourselves. We will take time to share in smaller groups as well as in the wider group. Some theoretical background and reflections will be offered when relevant, but this is in no way a theory-only program.</p> <p>Please note that in between sessions, the participants will be invited to explore in their daily life at work and home (around 20 minutes per day) and to keep a daily journal of their journey during the program. These home practices and explorations are to be considered an essential part of the program. They represent the In-between session course workload (10h).</p> <p>Important: due to the particular nature of the topic and of the exploration we will share, attendance to all sessions is expected and mandatory for the wellbeing of the group and of each of the participants.</p>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	9

<b>In-between course workload (hrs)</b>	10
<b>Pre- and post-workload (hrs)</b>	6 (3+3)
<b>Course pre-work</b>	<p>Participants are asked to write a document considering the following questions:</p> <ul style="list-style-type: none"> <li>– How do I evaluate my stress level these days, and which are the conditions that lead more to stress in my daily life at work and at home?</li> <li>– Which objectives do I have in taking part to this programme and these sessions?</li> </ul>
<b>In between-sessions-work</b>	<p>Please note that in between sessions the participants will be invited to explore in their daily life at work and home (around 20 minutes per day) and to keep a daily journal of their journey during the program. These home practices and explorations are to be considered an essential part of the program. They represent the In-between session course workload (10h).</p>
<b>Course post-work</b>	<p>Write down a document reflecting on the following:</p> <ul style="list-style-type: none"> <li>– What did I learn from this programme? Which practices/attitudes worked best for me and which ones will I integrate in my days? How will I integrate them (make a little plan for change in the short, mid and long term) and what might tell me if I am taking care of my stress or need more support? To whom can I refer if I experience a more challenging time?</li> <li>– How do I engage in creating a supportive environment both internally and externally, knowing that there are aspects I can act upon and other conditions that are outside of my control?</li> </ul>

## CONFERENCE SKILLS

<b>Course Title</b>	Conference Skills
<b>Facilitator</b>	Dr. Jennifer Skipp
<b>Dates</b>	19, 26 April & 3, 10, 17, 31 May 2022
<b>Time</b>	12:15-15:45
<b>Target group</b>	All PhD students
<b>Location</b>	In class, Belval Campus (room to be confirmed)
<b>Description</b>	<p>This interactive course will help you make the most of conferences by</p> <ul style="list-style-type: none"> <li>– allowing you to hone your presentation skills;</li> <li>– facilitating the efficient and effective preparation of presentations.</li> </ul> <p>Your presentations will be filmed for you to analyse. In class you'll receive feedback from other participants and the lecturer.</p> <p><b>Methods:</b></p> <p>Exercises, discussion, introspection, lecture, demonstration, peer feedback</p> <p><b>Note:</b> to be awarded the ECTS and certificate, you need to attend <u>all sessions fully</u>. There are no replacement tasks to make up for workshop time you've missed. You'll also need to give a final assessed presentation and complete work before, during and after the course.</p>
<b>Topics covered</b>	<p>By the end of the course, you will:</p> <ul style="list-style-type: none"> <li>– understand what makes for effective conference abstracts and presentation titles;</li> <li>– know how to prepare conference presentations efficiently and effectively;</li> <li>– realise what makes you nervous when presenting and how you can manage nerves;</li> <li>– have insight into how to adapt your language to give clear and engaging presentations;</li> <li>– be aware of the strengths and weaknesses of your presentations and conference preparation;</li> <li>– be able to structure your presentations effectively;</li> <li>– be aware of how your non-verbal behaviour contributes to the impact of your presentations;</li> </ul>



	<ul style="list-style-type: none"> <li>– realize how voice use, pacing and pausing affect communicative success;</li> <li>– understand what makes for effective slides and realize to what extent your slides are effective;</li> <li>– be able to distinguish different types of questions you can get after presentations and know strategies to deal with these;</li> <li>– have the understanding, knowledge and tools to evaluate and continue improving your presentations and become a more confident presenter.</li> </ul>
<b>ECTS</b>	1
<b>In-person workload (hrs)</b>	18
<b>Pre course work (3h)</b>	online presentation survey; preparing a two-minute presentation introducing your research; selecting a research article and slides for class activities
<b>Work during the course (5h)</b>	preparing a ten-minute presentation with slides on your research; analysing non-verbal communication of own two-minute presentation; redesigning own existing slides
<b>Post course work (1h)</b>	written reflection on assessed presentation using reflection framework and your presentation film

## GOOD SCIENTIFIC PRACTICE - Group B

<b>Course Title</b>	Good Scientific Practice
<b>Facilitator</b>	Dr. Michael Gommel
<b>Date</b>	27, 28 & 29 April 2022
<b>Time</b>	Day 1 & 2: 9:30-16:15 Day 3: 9:30-12:15
<b>Target group</b>	Priority to 1 <sup>st</sup> and 2 <sup>nd</sup> year PhD students
<b>Location</b>	Online
<b>Description</b>	<p>The major objective of the workshop “Good Scientific Practice” is to know and understand the basic principles, rules and values of the responsible conduct of research in all its stages, according to local, national and international regulations and guidelines. The participants will explore the differences and grey areas between good scientific practice, questionable research practices, and misconduct. They will learn how misconduct can be recognized and prevented, and how it should be addressed and dealt with in case it occurs, and what damage it can cause if it is handled improperly. The participants will learn to develop appropriate measures for protecting their personal research integrity and are encouraged to discuss structural problems that endanger the integrity of science as a whole. They will also receive homework for the protection of their scientific work.</p>
<b>Topics covered</b>	<p>The content of the workshop follows the curriculum “Good scientific practice” which was commissioned by and developed in cooperation with the German Research Ombudsman:</p> <ul style="list-style-type: none"> <li>– Definitions of good scientific practice and scientific misconduct</li> <li>– Degrees and extent of scientific misconduct</li> <li>– Examples for responsible and irresponsible conduct of research</li> <li>– Data and source management</li> <li>– Authorship and the process of publication</li> <li>– Mentoring and supervision as tools for fostering good scientific practice</li> <li>– Conflict management: how to deal with scientific misconduct</li> <li>– Reactions to scientific misconduct</li> <li>– Responsibility and accountability of researchers</li> <li>– Local, national and international guidelines and regulations</li> </ul> <p>The online workshop encourages the active involvement of the participants and features the following didactic elements: case studies, individual working sessions,</p>

	plenary discussion, information input. Supporting documents will be provided after the workshop.
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	14
<b>Post-course workload (hrs)</b>	11
<b>Post -course work</b>	The participants are asked to read relevant GSP documents and to think about how they can improve their own "good scientific practice" and write a short report about what they plan to do. This homework will be given during the workshop.

## MANAGING YOUR RELATIONSHIP WITH YOUR THESIS DIRECTOR

<b>Course Title</b>	Managing your relationship with your thesis director
<b>Facilitator</b>	Dr. Stephanie Hann
<b>Dates</b>	3-4-5-6 May 2022
<b>Time</b>	09:00-13:00
<b>Target group</b>	1 <sup>st</sup> and 2 <sup>nd</sup> year PhD students
<b>Location</b>	Online
<b>Description</b>	<p>Completing a Doctorate is a demanding, challenging experience and the role a Supervisor plays in supporting, and guiding the process is vitally important. The supervision relationship is therefore one of the most important in a Doctoral Candidate's life.</p> <p>The aim of this workshop is to ensure that Candidates do all that they can to ensure the supervisory relationship is both positive and productive.</p> <p>During the workshop, participants will consider the roles and responsibilities of both supervisor and candidate from the beginning to the completion of the Doctoral Program. A range of successful ways of working together will be discussed and a set of potentially difficult supervisory situations will be identified so that Candidates can avoid or respond effectively to them.</p> <p>The individual working styles, approaches and motivations of Candidates and Supervisors will be analyzed so that good communications can be developed and effective support provided. Practical advice will be provided on ways of working effectively with your supervisor to get useful feedback on your progress and the quality of your work and to meet research challenges together.</p> <p><b>Methods:</b></p> <p>Besides the theoretical input from the trainer, there will be many opportunities for individual work and small group work as well as for group discussion and the plenum. Each participant is encouraged to work on their specific challenges and will receive individualized tips and feedback.</p>
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>– Expectations of Supervisors</li> <li>– Expectations of Doctoral Candidates</li> <li>– Possible challenges</li> </ul>

	<ul style="list-style-type: none"> <li>– Successful meetings</li> <li>– Handling of feedback</li> </ul>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	16
<b>Pre-workload (hrs)</b>	2
<b>Pre course work</b>	Participants are asked to <b>reflect on the relationship they have with their thesis director. It can be done in form of a SWOT-analysis.</b>
<b>Post-course workload (hrs)</b>	4
<b>Post course work</b>	Participants are asked to <b>apply the strategies and methods</b> from the course. After four weeks they <b>need to write a 2-3 pages self-reflection</b> about their relationship to the supervisor before the course and what has changed since the course.

## VISUAL COMMUNICATION OF SCIENCE

<b>Course Title</b>	Visual Communication of Science
<b>Facilitator</b>	Dr. Jernej Zupanc
<b>Date</b>	12-13 May 2022
<b>Time</b>	Day 1: 09:00-16:30 and Day 2: 09:00-13:30
<b>Target group</b>	All PhD students
<b>Location</b>	Online (Zoom)
<b>Description</b>	The complete visual communication training to help you take your images, posters, and slides to the next level. You will learn to effectively communicate your own scientific ideas and results by applying best visual communication practices to your research communication. You will get actionable advice and feedback on your own pre-submitted materials. It is an immersive online workshop, structured, easy to follow, memorable, useful and fun.
<b>Topics covered</b>	<p>You will get feedback on a selection of your figures, slides and posters submitted ahead of the webinar. In an exercise, you will draw a sketch of your research (a graphical abstract) and get feedback on that as well.</p> <ul style="list-style-type: none"> <li>– Communicating with scientific vs non-scientific audiences</li> <li>– Visual perception and what humans find intuitive</li> <li>– Visual organization: how to structure to simplify comprehension</li> <li>– Eye-flow: effortlessly guide the audience through the design</li> <li>– Colors: how to amplify, not ‘fancify’</li> <li>– Feedback and discussion on your pre-submitted figures</li> <li>– Graphical abstract drawing exercise &amp; group work: draw a sketch of your research and get feedback from peer scientists and the facilitator</li> <li>– Slides that amplify your messages when presenting</li> <li>– Feedback on your pre-submitted slides</li> <li>– Posters: strategy and process for creating posters that attract and explain</li> <li>– Discussion &amp; feedback on your posters</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>– Interactive workshop: fundamentals, real examples, and practical advice</li> <li>– Commenting on pre-submitted figures: ahead of the webinar, you submit your scientific figures, posters, and slide presentations, and I prepare a selection. You receive suggestions on how to improve your own materials from the presenter and peers.</li> </ul>

	– Q&A discussion: we try to solve the most pressing issues you have with your science communication.
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	11
<b>Pre-course workload (hrs)</b>	2
<b>Inbetween workload (hrs)</b>	2
<b>Post-course workload (hrs)</b>	8

## RESILIENCE AND WELLBEING

<b>Facilitator</b>	Dr. Maurizio Cortesi
<b>Dates</b>	16, 23, 30 May & 7, 13, 20 June 2022
<b>Time</b>	14.00 – 15.30
<b>Target group</b>	2nd and 3rd years PhD students
<b>Location</b>	In class, Belval Campus (room to be confirmed)
<b>Description and contents</b>	<p>Sometimes there is a lot that accumulates in our days and lives, and at times it might even feel overwhelming. We are often running from one thing to the next, without taking enough time to stop, rest, and nourish our bodies and minds.</p> <p>It is however essential that we take care of our wellbeing, if we wish to enjoy the benefits of a calm and open mind; to focus with more clarity and intention both on our professional and personal development; to care both for our individual journey and projects while relating as best as possible with, and supporting, others around us (as well as asking for help and support when we need it).</p> <p>This program will support an investigation of foundational skills and attitudes to foster resilience and wellbeing. Ancient traditions and plenty of scientific evidence (especially in neuroscience and psychology) point to these resources as essential: connection, intention, meaning, emotional agility, needs recognition, creativity, gratitude, empathy, compassion. We will invite practices and exercises to explore and nourish these skills and attitudes, both during the weekly sessions and in between sessions, with invitations to daily exploration at home and in the workplace.</p> <p>Please note that this is not a theoretical workshop. You will be invited to engage personally in the practices that will be offered during the sessions, and we will learn together from the discoveries and obstacles we will meet both during the sessions and while exploring by ourselves in our daily lives. We will share discussions in smaller groups and in the wider group to explore our experiences and learn from each other. Some theoretical discussion will also be offered when relevant.</p> <p>N.B.: This new program builds on the courses: <i>Knowing and reducing your Stress</i> and <i>Improving Focus and Time Management</i>. It is not essential to have participated to those courses to enroll in this one, however it is highly recommended (especially the course <i>Knowing and Reducing your stress</i>).</p> <p>Please note that in between sessions the participants will be invited to explore in their daily life at work and home (around 20 minutes per day) and to keep a daily journal of their journey during the program. These home practices and explorations are to be considered an essential part of the program. They represent the In-between session course workload (10h).</p>



	Important: due to the particular nature of the topic and of the exploration we will share, attendance to all sessions is expected and mandatory for the wellbeing of the group and of each of the participants.
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	9
<b>In-between course workload (hrs)</b>	10
<b>Pre- and post-workload (hrs)</b>	6 (3+3)
<b>Course pre-work</b>	<p>Participants are asked to write a document considering the following questions:</p> <ul style="list-style-type: none"> <li>– Which are the main obstacles that I encounter during my days and that impact my sense of wellbeing (motivation, concentration, mental or physical stress, capacity to enjoy daily life, ...)?</li> <li>– Which objectives do I have in taking part to this programme and these sessions?</li> </ul>
<b>In between-sessions-work</b>	<p>Please note that in between sessions the participants will be invited to explore in their daily life at work and home (around 20 minutes per day) and to keep a daily journal of their journey during the program. These home practices and explorations are to be considered an essential part of the program. They represent the In-between session course workload (10h).</p>
<b>Course post-work</b>	<p>Write down a document reflecting on the following:</p> <ul style="list-style-type: none"> <li>– What did I learn from this programme? Which practices/attitudes worked best for me and which ones will I integrate in my days? How will I integrate them (make a little plan for change in the short, mid and long term). What might tell me if I am taking care of my wellbeing or of I will be in need of more support? To whom can I refer if I experience a more challenging time?</li> <li>– After this course, how can I engage in creating a supportive environment both internally and externally (knowing that there are aspects I can act upon and other conditions that are outside of my control) both for myself and for others around me? What is my vision and which perspectives and actions can I nourish to create a supportive environment both at work and at home?</li> </ul>

## DATA VISUALISATION AND STATISTICAL GRAPHICS (WITH STATA)

<b>Course Title</b>	Data visualisation and statistical graphics (with Stata)
<b>Facilitator</b>	Dr. Philippe Van Kerm
<b>Dates</b>	23-24 May 2022 and 30 May 2022
<b>Time</b>	Day 1 and 2: 10:30-12:30 – 13:30-15:00 Day 3: 14:00-17:00
<b>Target group</b>	All PhD students
<b>Location</b>	Online
<b>Description</b>	<p>Data visualization and statistical graphics are fundamental ways to convey information and communicate scientific results. Easy as it may seem, preparing clear, accurate and effective graphics requires skills and care.</p> <p>The objective of this course is, first foremost, to introduce a number of basic principles for data visualisation and statistical graphics and - learning from good and bad examples - to point out useful tips and tricks and to avoid common mistakes. We will also look into the “grammar of graphics” and will review classic families of statistical graphics. Second, the course will show how to create (possibly complex) graphics using the statistical software package Stata. Stata is a general-purpose software for statistical analysis, data management, and graphics. It is widely used among social and health scientists, but its flexibility for visualization and statistical graphics is often underestimated. We will see how to go beyond a limited ‘point-and-click’ practice and use simple programming concepts to create more sophisticated figures.</p> <p>The course will be most useful to (existing or prospective) Stata users, but the general principles and recommendations for data visualization and statistical graphics are relevant, irrespective of one’s preferred software environment. Principles and examples can be replicated with, e.g., R’ggplot and Python’s matplotlib.</p> <p>Applying concepts and tools covered in the course, participants will be challenged to prepare and present an original data visualization of their own.</p>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	12
<b>Pre- and post-workload (hrs)</b>	2+11

<b>Topics covered</b>	The course introduces participants to basic principles for data visualisation and statistical graphics and shows how to create complex graphics using the statistical software package Stata. Participants prepare and present an original data visualization of their own to the group.
<b>Course pre-work</b>	<b>Participants should install Stata on their own laptops prior to the course</b> (e.g., through UL's site license for UL students and staff - instructions will be provided) and make themselves familiar with elementary Stata usage: opening and manipulating datasets, basic descriptive statistics, "do file" programming.
<b>Course post-work</b>	In pairs, participants will find a dataset relevant to their research and will develop one original data visualization of their own, making sure they follow the principles discussed in the session and using some of the tools presented on the first days of the course. They will present a first draft of their work during the last session and, on the basis of the comments received, will revise and finalize their artwork after the sessions.

## MY PHD LIFE CYCLE

<b>Course Title</b>	My PhD Life Cycle – Group B
<b>Facilitator</b>	Ms. Anja Lenninger
<b>Date</b>	2 June 2022
<b>Time</b>	9h00 – 12h00
<b>Target group</b>	All PhD students
<b>Location</b>	In class - Belval Campus (room to be confirmed)
<b>Description</b>	Aim of this 3h-workshop is firstly to provide you with some general guidelines regarding the key phases of your PhD at the University of Luxembourg, as CET, your rights & duties, the Doctoral Education Agreement but also life on the campus, networking with other PhDs, etc. A Questions & Answers session will allow you to ask practical questions and learn from your peers.
<b>Topics covered</b>	Getting to know your PhD life cycle, rights & duties of a doctoral candidate, identify the key players, reflect on your three to four years coming up and beyond with career options after a PhD
<b>ECTS</b>	Not applicable
<b>In-person course workload (hrs)</b>	3h
<b>Pre-workload (hrs)</b>	2h as pre-course work (optional)
<b>Course pre-work</b>	Please bring any specific question you have regarding PhD in general for the Q&A session.

## PREPARING AN EFFECTIVE RESEARCH POSTER

<b>Course Title</b>	Preparing an effective research poster
<b>Facilitator</b>	Dr. Malou Fraiture
<b>Dates</b>	3 June 2022
<b>Time</b>	10:00-15:00 (with 1 hour lunch break)
<b>Target group</b>	All PhD students
<b>Location</b>	In class, Belval Campus (room to be confirmed)
<b>Description</b>	At scientific conferences, posters are important vehicles for communicating your research and make contacts. Many meetings include big poster sessions with hundreds of posters displayed. How can your poster stand out? This workshop will provide you with guidelines on how to design an appealing and informative poster. The session will mainly focus on poster content and layout and will also give some tips on how to present it to the viewers. Examples of posters will be discussed together to identify possible improvements.
<b>ECTS</b>	Not applicable
<b>In-person course workload (hrs)</b>	4
<b>Pre- and post-workload (hrs)</b>	Not applicable
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>✓ History and aim of research posters</li> <li>✓ Research poster design and content</li> <li>✓ Research poster presentation</li> <li>✓ Exercises based on posters examples: critical analysis of strong and weak points, optimisation of design and content, identification of take-home message</li> </ul>
<b>Course pre-work</b>	Optional: Participants can bring a print or PDF of a research poster they recently designed to get feedback on its content and design.
<b>Course post-work</b>	Not applicable

## GETTING STARTED IN TEACHING

<b>Course Title</b>	Getting Started in Teaching – Group A
<b>Facilitator</b>	Dr. Susan Dunn
<b>Dates</b>	7 & 8 June 2022
<b>Time</b>	Day 1: 09:45-13:15 and Day 2: 14:00-17:30
<b>Target group</b>	All PhD students (mini. experience of 3h teaching is required)
<b>Location</b>	Online
<b>Description</b>	<p>Are you a doctoral student doing some teaching for the first time? These workshops are designed to help develop your understanding of teaching and learning in order to become a more effective teacher. We will draw on your current experiences of teaching, introduce some current pedagogic theories and consider how to best plan and deliver teaching sessions in your subject area. We then move on to look at some strategies for classroom activities and explore challenges that may arise.</p> <p>The sessions will provide participants with the opportunity to share their experiences of teaching and develop good practice supported by the workshop leader.</p>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	16
<b>Pre- and post-workload (hrs)</b>	8
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>– Distinguish between teaching and learning</li> <li>– Outline some theories about learning and describe some factors that need to be considered when planning a teaching session</li> <li>– Employ teaching strategies underpinned by established good pedagogic practice.</li> <li>– Give and receive feedback on teaching skills</li> <li>– Develop activities to encourage active learning</li> <li>– Devise some strategies helpful for students with diverse needs, expectations and experience of learning &amp; study</li> </ul>
<b>Course pre-work</b>	<p>Bring to the first session a teaching plan for a session that you have taught recently. This should include</p> <ul style="list-style-type: none"> <li>– indication of how you managed the time within the session,</li> <li>– what you actually did in the session with the students</li> </ul>

	<p>– topic(s) covered</p> <p>Please be prepared to share and discuss your plan with other students in the class.</p>
<b>Course post-work</b>	<p>Draw on your experiences of Getting Started in Teaching to reflect on your experiences as a teacher and identify two or three ways in which you can make your teaching more effective. 300 - 500 words.</p>

## GETTING STARTED IN TEACHING

<b>Course Title</b>	Getting Started in Teaching – Group B
<b>Facilitator</b>	Dr. Susan Dunn
<b>Dates &amp; Time</b>	21-22 June 2022, 09:00-12:30
<b>Target group</b>	All PhD students (mini. experience of 3h teaching required)
<b>Location</b>	In class, Belval Campus (room to be confirmed)
<b>Description</b>	<p>Are you a doctoral student doing some teaching for the first time? These workshops are designed to help develop your understanding of teaching and learning in order to become a more effective teacher. We will draw on your current experiences of teaching, introduce some current pedagogic theories and consider how to best plan and deliver teaching sessions in your subject area. We then move on to look at some strategies for classroom activities and explore challenges that may arise.</p> <p>The sessions will provide participants with the opportunity to share their experiences of teaching and develop good practice supported by the workshop leader.</p>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	16
<b>Pre- and post-workload (hrs)</b>	8
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>– Distinguish between teaching and learning</li> <li>– Outline some theories about learning and describe some factors that need to be considered when planning a teaching session</li> <li>– Employ teaching strategies underpinned by established good pedagogic practice.</li> <li>– Give and receive feedback on teaching skills</li> <li>– Develop activities to encourage active learning</li> <li>– Devise some strategies helpful for students with diverse needs, expectations and experience of learning &amp; study</li> </ul>
<b>Course pre-work</b>	<p>Bring to the first session a teaching plan for a session that you have taught recently. This should include</p> <ul style="list-style-type: none"> <li>– indication of how you managed the time within the session,</li> <li>– what you actually did in the session with the students</li> <li>– topic(s) covered</li> </ul>



	Please be prepared to share and discuss your plan with other students in the class.
<b>Course post-work</b>	Draw on your experiences of Getting Started in Teaching to reflect on your experiences as a teacher and identify two or three ways in which you can make your teaching more effective. 300 - 500 words.

## BECOMING A RESEARCHER

<b>Course subtitle</b>	Strategies and skills for your research career
<b>Facilitator</b>	Collective: team of Research Facilitators from the FSTM (Faculty of Science, Technology & Medicine)
<b>Dates</b>	27-28 June & 4-5-6-7 July 2022
<b>Time</b>	13:00-15:30
<b>Target group</b>	All PhD students
<b>Location</b>	Online
<b>Description</b>	<p>The aim of this course is to reflect on what it means to be a researcher and discuss important strategies and skills. The course will include 6 sessions (each focusing on a specific topic, described below).</p> <p>The course will take a student-centered teaching approach, mixing inquiry and cooperative learning methodologies.</p> <p>Participants are free to attend all or part of the sessions (<b>mini. 3 to get TS certificate</b>).</p>
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>▪ Career plan &gt; <b>27 June 2022</b></li> <li>▪ Writing an abstract &gt; <b>28 June 2022</b></li> <li>▪ Networking &gt; <b>4 July 2022</b></li> <li>▪ Managing the relationship with your supervisor &gt; <b>5 July 2022</b></li> <li>▪ Time management &gt; <b>6 July 2022</b></li> <li>▪ Research facilitators: how can we help (funding opportunities) &gt; <b>7 July 2022</b></li> </ul>
<b>ECTS</b>	Not applicable
<b>In-person course workload</b>	7.5h
<b>Pre-course work (1-2h)</b>	<p>Each session will have some preparatory work like for example:</p> <ul style="list-style-type: none"> <li>- Scientific abstract for a non-expert audience (200 words)</li> <li>- Journaling exercise on career plans</li> <li>- Schedule of the day</li> </ul>
<b>Post course- work (1-2h)</b>	Journaling exercise on one or more of the sessions.

## GOOD SCIENTIFIC PRACTICE - Group C

<b>Course Title</b>	Good Scientific Practice
<b>Facilitator</b>	Dr. Michael Gommel
<b>Date</b>	29, 30 June & 01 July 2022
<b>Time</b>	Day 1 & 2: 9:30-16:15 Day 3: 9:30-12:15
<b>Target group</b>	Priority to 1 <sup>st</sup> and 2 <sup>nd</sup> year PhD students
<b>Location</b>	Online
<b>Description</b>	<p>The major objective of the workshop “Good Scientific Practice” is to know and understand the basic principles, rules and values of the responsible conduct of research in all its stages, according to local, national and international regulations and guidelines. The participants will explore the differences and grey areas between good scientific practice, questionable research practices, and misconduct. They will learn how misconduct can be recognized and prevented, and how it should be addressed and dealt with in case it occurs, and what damage it can cause if it is handled improperly. The participants will learn to develop appropriate measures for protecting their personal research integrity and are encouraged to discuss structural problems that endanger the integrity of science as a whole. They will also receive homework for the protection of their scientific work.</p>
<b>Topics covered</b>	<p>The content of the workshop follows the curriculum “Good scientific practice” which was commissioned by and developed in cooperation with the German Research Ombudsman:</p> <ul style="list-style-type: none"> <li>– Definitions of good scientific practice and scientific misconduct</li> <li>– Degrees and extent of scientific misconduct</li> <li>– Examples for responsible and irresponsible conduct of research</li> <li>– Data and source management</li> <li>– Authorship and the process of publication</li> <li>– Mentoring and supervision as tools for fostering good scientific practice</li> <li>– Conflict management: how to deal with scientific misconduct</li> <li>– Reactions to scientific misconduct</li> <li>– Responsibility and accountability of researchers</li> <li>– Local, national and international guidelines and regulations</li> </ul> <p>The online workshop encourages the active involvement of the participants and features the following didactic elements: case studies, individual working sessions,</p>

	plenary discussion, information input. Supporting documents will be provided after the workshop.
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	14
<b>Post-course workload (hrs)</b>	11
<b>Post -course work</b>	The participants are asked to read relevant GSP documents and to think about how they can improve their own "good scientific practice" and write a short report about what they plan to do. This homework will be given during the workshop.