

# Transferable Skills Training

## Office of the Vice-Rector for Research

The following training courses are open to all doctoral candidates enrolled at the University of Luxembourg.

Visiting candidates and candidates at the Luxembourg institutes may participate space permitting.

### Schedule – TS courses for Summer Semester 2019-2020\*

\* Please note: to be awarded the ECTS and certificate, you need to attend all sessions in a course

Date	Time	Course title (quick link)	Instructor
February, 26	9.00-12.00	<a href="#">Practical skills for delivering an effective PhD pitch</a>	Mr. Thomas Elliot
<u>Input sessions:</u> February, 28 March 13, 27 April, 10 May, 8 & 22 <u>Output sessions:</u> March, 6 & 20 April, 3 & 17 May, 29	<u>Input sessions:</u> 11.00-12.30  <u>Output sessions:</u> 13.15-16.30	<a href="#">Research article writing</a>	Dr. Jennifer Skipp
March, 2	8.45-17.30	<a href="#">Time and priority management</a>	Dr. Stephanie Hann
March, 3, 10, 17, 24 & 31 April, 7	14.00-17.00	<a href="#">Conference Skills</a>	Dr. Katrien Deroey
March, 3 & 4	8.45-17.30	<a href="#">Conflict Management</a>	Ms. Monika Thiel
March, 5 & 6	8.45-17.30	<a href="#">Leadership skills for women in science</a>	Ms. Monika Thiel
March, 9, 16, 23 & 30 April, 6 & 20	14.00-16.00	<a href="#">Reduce your stress and develop more focus (Kirchberg)</a>	Dr. Maurizio Cortesi
March, 11, 18 & 25 April, 1, 8 & 22	14.00-16.00	<a href="#">Reduce your stress and develop more focus (Belval)</a>	Dr. Maurizio Cortesi
March, 12, 13, 26 & 27 April, 23	14.00-16.30	<a href="#">Science in society</a>	Dr. Ariane König
March, 18	8.45-17.30	<a href="#">Women's empowerment in research</a>	Ms. Monika Thiel
April, 2 & 3	9.30-17.15	<a href="#">Good Scientific Practice</a>	Dr. Michael Gommel
April, 9, 10 & 24	9.30-12.30   13.30-17.30	<a href="#">Final steps to PhD defense</a>	Ms. Bénédicte Vanderreydt

<b>Date</b>	<b>Time</b>	<b>Course title (quick link)</b>	<b>Instructor</b>
April, 14 & 15	9.00-16.30	<a href="#">Developing Writing and reading Skills at Doctoral Level (Introduction) for Social sciences researchers</a>	Dr. Desmond Thomas
April, 16 & 17	9.00-16.30	<a href="#">Developing Writing Skills at Doctoral Level (Introduction) for Natural &amp; Applied Sciences Researchers</a>	Dr. Desmond Thomas
April, 22 & 23	9.30-17.45	<a href="#">Good Scientific Practice for natural &amp; physical sciences</a>	Dr. Katrina Bramstedt
April, 28 & 30	10.30-12.30 13.30-17.30	<a href="#">Mediation for conflict resolution and prevention: a few tools</a>	Ms. Esther Zana-Nau
April, 29 May, 11	29.04 => 9.30-18.00 11.05 => 14.00-18.00	<a href="#">Data visualisation and statistic graphics</a>	Dr. Philipp van Kerm
May, 5	13.00-17.00 Time to be confirmed	<a href="#">Becoming a researcher (Kirchberg)</a>	Collective: team of Research Facilitators from the FSTM
May, 8 & 22 June, 19 & 26	10.00-16.00	<a href="#">Survey methodology and questionnaire construction</a>	Dr. Andreas Heinz
May, 12	13.00-17.00 Time to be confirmed	<a href="#">Becoming a researcher (Belval)</a>	Collective: team of Research Facilitators from the FSTM
May, 14 & 15	14.05 => 9.00-17.00 15.05 => 9.00-18.00	<a href="#">Introduction to Entrepreneurship</a>	Collective (Incubator of the University of Luxembourg and external speakers)
May, 19 & 26 June, 2 & 16	14.00-17.00	<a href="#">Building skills for your wellbeing</a>	Dr. Maurizio Cortesi
May, 26 & 27	8.45-17.30	<a href="#">Managing your relationship with your thesis director</a>	Dr. Stephanie Hann
May, 28 & 29 June, 29 & 30	9.00-18.00 (30, June => 9.00-16.00)	<a href="#">Science Communication</a>	Collective : Dirk Hans, FNR & external trainers
June, 4 & 5	9.30-17.45	<a href="#">Good Scientific Practice for natural &amp; physical sciences</a>	Dr. Katrina Bramstedt
June, 15	14.00-17.30	<a href="#">Preparing an effective research poster</a>	Dr. Malou Fraiture

Date	Time	Course title (quick link)	Instructor
<b>Group 1:</b> June, 17 & 18 <b>Group 2:</b> June, 18 & 19	<b>Group 1:</b> 17 June: 14:00-17:30 18 June: 08:45-12:15 <b>Group 2:</b> 18 June: 14:00-17:30 19 June: 08:45-12:15	<a href="#">Getting started in teaching</a>	Dr. Susan Dunn
June, 25	9.00-12.00; 13.00-15.00	<a href="#">My PhD life cycle</a>	Ms. Anja Lenninger Ms. Bérénice Kimpe
June, 26	9.00-12.00	<a href="#">CMS/web-editing: first steps</a>	Ms. Martina Christen
July, 2 & 3	10.30-17.30	<a href="#">Project management for Research</a>	Dr. Maurizio Cortesi
July, 6 & 7	9.30-17.15	<a href="#">Good Scientific Practice (Belval)</a>	Dr. Michael Gommel
July, 9 & 10	9.30-17.15	<a href="#">Good Scientific Practice (Kirchberg)</a>	Dr. Michael Gommel

## Registration and Contacts

- Course descriptions and registration:  
[Moodle](#)
- For external PhDs, please follow [this process](#) to get access to Moodle;
- For further information, please contact the [Transferable Skills Team](#) or check the [website](#).

## PRACTICAL SKILLS FOR DELIVERING AN EFFECTIVE PHD PITCH

<b>Course Title</b>	Practical skills for delivering an effective PhD pitch
<b>Facilitator</b>	Mr. Thomas Elliot PhD researcher in environmental science, Luxembourg Institute of Science and Technology/University of Lisbon
<b>Date</b>	26.02.2020
<b>Time</b>	9-12h
<b>Location</b>	Belval campus
<b>Description</b>	The workshop will be an open discussion about the format of a pitch; how to form a catchy opening and a call to action at the close; common mistakes; some hacks to make your PhD pitch especially engaging; and possibility to present your pitch during the workshop.
<b>Topics covered</b>	Develop practical skills for constructing, practicing, and presenting an effective PhD pitch
<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>	This is optional in case participants want to practice and get feedback on their pitch. Prepare slides for a pitch presentation about your research (~3 minutes), maximum 3 slides, to share with the group. The aim is to get an audience curious about your work, not necessarily to tell them what your work is exactly.

## RESEARCH ARTICLE WRITING

<b>Course Title</b>	Research Article Writing
<b>Facilitator</b>	Dr. Jennifer Skipp
<b>Dates &amp; Time</b>	<b>Input sessions:</b> Fridays, 11.00-12.30 28 February; 13, 27 March; 10 April; 8, 22 May <b>Output sessions:</b> Fridays 13.15-16.30 6, 20 March; 3, 17 April; 29 May
<b>Location</b>	Kirchberg Campus

<b>Description</b>	<p>The workshops will improve your insight into the structural, stylistic and rhetorical features of research articles as well as the writing and publication process. They will also provide opportunities for further text creation and feedback. <b>This is not a language course.</b></p> <p>You'll be asked to submit samples of your article writing as well as other tasks during the course.</p> <p>To get the certificate (and ECTS), you need to <b>fully and actively attend at least 4 input sessions and 3 output sessions and complete the coursework on time as stipulated.</b></p>
<b>Topics covered</b>	<p><b><u>Input sessions</u></b></p> <p>28/2: Getting published 13/3: Constructing coherent paragraphs 27/3: Constructing clear sentences 10/4: Reducing wordiness 8/5: Proofreading 22/5: Q &amp; A session</p> <p><b><u>Output sessions</u></b></p> <p>6/3: Write now 1: Distraction-free writing &amp; proofreading 20/3: Write now 2: (Suggested section: Introduction) 3/4: Write now 3: (Suggested section: Methodology) 17/4: Write now 4: (Suggested section: Abstract &amp; Title or Discussion &amp; Conclusion) 29/5: Write now 5: Editing and proofreading</p>
<b>ECTS</b>	2
<b>In-person course workload (hrs)</b>	25 hours
<b>Pre- and in between the session-workload (hrs)</b>	25 hours (5h as pre-course work and 20h during the course)
<b>Course pre-work</b>	<p>Submission of (part of) a research article the participant has written. The sample must be at least 1500 words (excluding references) and may be a draft version of an article that is not yet finished. <b>Admission to the course is dependent upon this submission and the language skills it demonstrates. <u>Deadline for submission per mail to <a href="#">Anne BEGUE</a> is 11.02.2020.</u></b></p>

## TIME AND PRIORITY MANAGEMENT

<b>Course Title</b>	Be Prepared - Time and Priority Management for the Doctoral Project
<b>Facilitator</b>	Dr. Stephanie Hann
<b>Date</b>	02.03.2020
<b>Time</b>	8h45-17h30

<b>Location</b>	Belval campus
<b>Description</b>	<p>To write a PhD thesis is a project of long duration, the workload is high, as is the stress level. Along with the stress you often encounter self-doubts, exhaustion and experiences with procrastination which may get in the way and make things even less easy. If that sounds familiar it is time to discover time and project management skills and improve your self-management.</p> <p>During this course, we will look at how you manage your resources and your time. We will identify “time thieves”, blocks and challenges and you will acquire strategies, methods and tools for managing your time and yourself in a more efficient and satisfying way. We will work on topics like prioritization, planning and structuring. We will discuss common problems like procrastination and how to overcome them. Last but not least, we will talk about the importance of finding the right tools for you and your challenges since not every tool fits everyone.</p> <p>Through 4 telephone conferences that will follow the course you will be supported when applying the new strategies and tools and we will discuss your individual experiences. Since changing habits takes time this part of the course is crucial to your success and gives you the opportunity to consolidate and implement your new knowledge.</p> <p><b>Methods</b></p> <p>Trainer input, discussion, group work, independent work, telephone conferences. 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>• POMODORO Method</li> <li>• Planning Methods</li> <li>• Eisenhower and ABCD Method</li> <li>• SMART Method</li> <li>• Tips and tricks to overcome procrastination</li> <li>• Pareto Principle and how to deal with perfectionism</li> </ul>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	13 (including 9 hours in class + 4h telephone conferences)
<b>Pre-workload (hrs)</b>	1
<b>Pre-course work</b>	Participants should reflect their challenges regarding their time and self-management in their PhD project. Fill out the questionnaire

<b>Post-course workload (hrs)</b>	9
<b>Post course work</b>	Participants are asked to apply the strategies and methods from the course. For 4 weeks following the course participants will receive worksheets in preparation for the 4 telephone conferences. In order to get the certificate participants need to write a 2-3 pages self-reflection about their time and self-management before the course and what has changed after 6 weeks applying methods and strategies from the course.

## CONFERENCE SKILLS

<b>Course Title</b>	Conference Skills
<b>Facilitator</b>	Dr. Katrien Deroey
<b>Dates</b>	3, 10, 17, 24, 31 March (workshops) & 7 April (assessed presentation)
<b>Time</b>	14-17h
<b>Location</b>	Belval campus
<b>Description</b>	<p>This interactive course will help you make the most of conferences by</p> <ol style="list-style-type: none"> <li>1. allowing you to hone your presentation skills;</li> <li>2. facilitating the efficient and effective preparation of presentations.</li> </ol> <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 at least 4 of the 5 workshops fully. There are no replacement tasks to make up for workshop time you've missed. You'll also need to give a final assessed presentation on 5 April 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> </ul>

	<ul style="list-style-type: none"> <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> <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 course workload (hrs)</b>	19
<b>Pre-workload (hrs)</b>	2
<b>Pre-course work</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</b>	5h 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 workload (hrs)</b>	1
<b>Post course work</b>	written reflection on assessed presentation using reflection framework and your presentation film

## CONFLICT MANAGEMENT

<b>Course Title</b>	Conflict Management - From confrontation to collaboration
<b>Facilitator</b>	Ms. Monika Maria Thiel
<b>Date</b>	03 & 04 March 2020
<b>Time</b>	8h45-17h30
<b>Location</b>	Belval campus
<b>Description</b>	Do you want to enhance your conflict resolution competency, explore effective self-management strategies and practice dialogue facilitation tools? If so, this workshop is for you!



	<p>Different personalities, goals or strategy preferences, different communication styles or behavior can lead to misunderstanding and conflict, to name just a few. More often than not, the results are time-consuming and destructive. Over time, motivation and performance levels of those involved may drop and gradually the situation becomes more difficult to resolve by reaching an understanding or consensus. This scenario does not have to be inevitable at all!</p> <p>This workshop introduces you to key competencies for successful dialogue facilitation and conflict resolution. Using analysis, self-management and communication tools learned here you can turn each confrontation into a constructive process.</p> <p><b>Methods</b></p> <p>Trainer input, demonstrations, exercises, role-playing games, group discussions, video clips, individual feedback and group discussions.</p> <p>Note: Participants are encouraged to bring their own cases for case work and group feedback.</p>
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>• Conflict dynamics (Glasl)</li> <li>• Competitive vs. co-operative behavior in negotiation</li> <li>• Clashing personality types (Riemann), gender- and culture-related issues</li> <li>• Identifying with conflict partner</li> <li>• Conflict analysis tools (Thomas &amp; Kilmann, Schwarz)</li> <li>• Harvard Negotiation Project</li> <li>• Listening, giving feedback and asking questions in a solution-oriented manner</li> <li>• Short- and long-term self-management</li> <li>• Dealing with “difficult people” and attacks, saying “No” successfully</li> <li>• Conflict moderation roadmap</li> </ul>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	18
<b>Pre-workload (hrs)</b>	4
<b>Pre-course work</b>	<p>Participants are asked to <b>read the book <i>Crucial Confrontations (2005)</i></b> Patterson K, Grenny J, McMillan R, Switzler A (2005) <i>Crucial Confrontations. Tools for Resolving Broken Promises, Violated Expectations, and Bad Behavior.</i> McGraw-Hill, New York.</p> <p><b>Fill out the questionnaire (to be found on Moodle in due time) and bring it to the course.</b></p>
<b>Post-course workload (hrs)</b>	4
<b>Post course work</b>	<p>Review handout and photo minutes, write a self reflexion paper (one-pager) focusing on learnings and selecting two tools to be practiced. Deadline for post-course work: April 2.</p>

## LEADERSHIP SKILLS FOR WOMEN IN SCIENCE

<b>Course Title</b>	Leadership skills for women in science
<b>Facilitator</b>	Ms. Monika Maria Thiel
<b>Date</b>	05 & 06 March 2020
<b>Time</b>	8h45-17h30
<b>Location</b>	Belval campus
<b>Description</b>	<p><b>How to lead and motivate a team and plan efficiently</b></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><b>Methods</b></p> <p>Trainer input, demonstrations, exercises, role-playing games, group discussions, video clip examples, feedback, etc. Each Participant is encouraged to explore his/her style and thus expand their individual set of leadership, teamwork and communication skills.</p>
<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> </ul>

	<ul style="list-style-type: none"> <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>ECTS</b>	1
<b>In-person course workload (hrs)</b>	18
<b>Pre-workload (hrs)</b>	4
<b>Pre-course work</b>	Participants are asked to <b>read Yukl GA (2010) Leadership in Organizations</b> . 7th ed. Pearson Education, Prentice Hall: Chapter 11: "Leadership in Teams and Decision Groups" pages: 332-364.
<b>Post-course workload (hrs)</b>	4
<b>Post course work</b>	Participants are asked to <b>write a 1-2-page reflection on their learnings</b> . Deadline for sending in the post-course work: April 02.

## REDUCE YOUR STRESS AND DEVELOP MORE FOCUS (Kirchberg Campus)

<b>Course Title</b>	Reduce your stress and develop more focus
<b>Facilitator</b>	Dr. Maurizio Cortesi
<b>Dates</b>	9, 16, 23, 30 March, 6 & 20 April
<b>Time</b>	14.00-16.00
<b>Location</b>	Campus Kirchberg
<b>Description</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.</p> <p>At the same time stress can be very intense during the PhD years. New challenges (deadlines, meetings, conferences, supervision, teaching activities, etc.) and the pressure to deliver the thesis in time and successfully, but also to think about career</p>

	<p>options and challenges, are among the main factors potentially generating stress.</p> <p>Important: attendance to all sessions is mandatory.</p>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	12
<b>Topics covered</b>	<p>The goal of this experiential workshop is to explore the dynamics of attention (both focused and open) and discover practices aiming at developing it, as well as to investigate and familiarize with stress dynamics/impact, while at the same time exercising with some practices for stress reduction.</p> <ul style="list-style-type: none"> <li>• Explore the importance of focus and concentration</li> <li>• Explore the dynamics of procrastination/distraction</li> <li>• Understand the dynamics of attention, focused and unfocused</li> <li>• Learn to recognize stress, and explore its mechanism and its impact</li> <li>• Discover and practice exercises for body and mind relaxation</li> <li>• Discover and practice exercises for focus, concentration, and memory</li> </ul> <p><b>Please note that in between sessions the participants will be invited to explore in their daily life at work and home (around 15 minutes per day). These home practices and explorations are to be considered an essential part of the program. They represent the In-between session course workload.</b></p>
<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>• What are my main obstacles right now in my daily life at work? Are these obstacles new for me?</li> <li>• Which objectives do I have in taking part to this programme and these sessions?</li> </ul>
<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? What practices/attitudes will I integrate in my days, and how (make a little plan for change in the short, mid and long term)?</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>

## REDUCE YOUR STRESS AND DEVELOP MORE FOCUS (Belval Campus)

<b>Course Title</b>	Reduce your stress and develop more focus
<b>Facilitator</b>	Dr. Maurizio Cortesi
<b>Dates</b>	11, 18, 25 March; 01, 08 & 22 April

<b>Time</b>	14.00-16.00
<b>Location</b>	Campus Belval
<b>Description</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.</p> <p>At the same time stress can be very intense during the PhD years. New challenges (deadlines, meetings, conferences, supervision, teaching activities, etc.) and the pressure to deliver the thesis in time and successfully, but also to think about career options and challenges, are among the main factors potentially generating stress. Important: attendance to all sessions is mandatory.</p>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	12
<b>Topics covered</b>	<p>The goal of this experiential workshop is to explore the dynamics of attention (both focused and open) and discover practices aiming at developing it, as well as to investigate and familiarize with stress dynamics/impact, while at the same time exercising with some practices for stress reduction.</p> <ul style="list-style-type: none"> <li>• Explore the importance of focus and concentration</li> <li>• Explore the dynamics of procrastination/distraction</li> <li>• Understand the dynamics of attention, focused and unfocused</li> <li>• Learn to recognize stress, and explore its mechanism and its impact</li> <li>• Discover and practice exercises for body and mind relaxation</li> <li>• Discover and practice exercises for focus, concentration, and memory</li> </ul> <p><b>Please note that in between sessions the participants will be invited to explore in their daily life at work and home (around 15 minutes per day). These home practices and explorations are to be considered an essential part of the program. They represent the In-between session course workload.</b></p>
<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>• What are my main obstacles right now in my daily life at work? Are these obstacles new for me?</li> <li>• Which objectives do I have in taking part to this programme and these sessions?</li> </ul>
<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? What practices/attitudes will I integrate in my days, and how (make a little plan for change in the short, mid and long term)?</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>

## SCIENCE IN SOCIETY

<b>Course Title</b>	Science in society
<b>Facilitator</b>	Dr Ariane König (Sr Research Scientist, University of Luxembourg)
<b>Dates</b>	12,13, 26, 27 March & 23 April 2020
<b>Time</b>	14-16H30
<b>Location</b>	Kirchberg campus
<b>Description</b>	<p>The understandings of science and its relation to society, morality, and individual responsibilities of scientists have drastically changed over the course of the last century. Today, in the face of the human civilizations grand challenges, research calls on science to be at service of society abound. Whilst the EU Horizon 2020 programmes featured calls to develop citizen science and citizen observatories, and Horizon Europe will call for more and ever larger ‘mission-oriented research projects’, tensions between autonomy of research organisations and responsible and ‘embedded’ research remain hotly debated. Does citizen science hold the promise to harness the true potential of a networked knowledge society and to evolve from an expert-led technocracy to a truer knowledge democracy, or will it just add to populism by de-throning experts?</p> <p>In this course, we will <b>explore diverse understandings of what science is</b> and what science does from a range of different disciplines, in order to build a first build a basic understanding of <b>what we can call a scientific discipline</b>.</p> <p><b>Critical analysis of participant’s research projects</b> will clarify how disciplined research approaches may reveal, suggest, distort and conceal different facets of realities by focusing on different systems, scales of analysis, fineness of perception, and time spans. We will discuss design requirements for research In order to address complex societal challenges of the 21st century. Learning outcomes include:</p> <ul style="list-style-type: none"> <li>• To <b>improve your presentation skills</b> on your research addressing a diverse audience</li> <li>• To identify and work with sets of assumptions and ontologies underlying diverse disciplinary theories and methods (including your own)</li> <li>• To <b>critically appraise</b> possible contradictions emerging from applying two complementary research approaches to one complex problem (contradictions are deemed helpful to understand complexity)</li> <li>• To engage in <b>critical research</b> with others in a team</li> <li>• To <b>improve your scientific writing skills</b>, with a <b>focus on reflection, critical analysis and self- evaluation</b>.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>To design research to address complex societal challenges.</b></li> </ul> <p>As participant you are expected to complete the following tasks over the semester:</p> <ul style="list-style-type: none"> <li>• to present your own work at one of the seminar session,</li> <li>• to submit a brief summary of two of the readings as an assignment for one of the sessions you are not presenting your work at,</li> <li>• to submit a final report on main insights gained on their own and their peer’s research at the end of the course (it is highly recommended to keep reflexive notes on impressions and learnings after each seminar in contribution to this final report).</li> </ul> <p>If you are interested in participating, please write a brief letter of motivation to join this seminar to <a href="#">Ariane König</a> including a brief biography, and two to three paragraphs about your research (topic and objectives, discipline(s), methods, and expected outcomes and impacts). We will select largely on a first come first served basis, but if we receive more applications than we have places, we may also select in favour of enhanced diversity of the group in terms of academic disciplines represented, as this will enrich our discussions and learnings.</p> <p>All who apply will be either accepted for this semester in 2020, or if demand exceeds supply of places, we will offered a place on the waiting list for the next summer semester in 2021.</p>
<b>Topics covered</b>	<p>In the analyses of research projects through the lenses of assigned literature mainly from the fields of philosophy of science and sociology of knowledge, we will explore the contingency of research outcomes and knowledge fields on their respective methods and tools, as well as on their conceptual foundations and prevailing assumptions. These foundations equip us to reflect more competently on the merits and limitations of our own research, but also to better understand challenges of truly interdisciplinary or even transdisciplinary research design required to address more complex societal challenges.</p> <p>We will also explore diverse approaches to <b>‘integrating’ ethics in research, and to ‘embedding research in practice’</b>.</p>
<b>ECTS</b>	2
<b>In-person course workload</b>	12,5h
<b>In between work</b>	<ul style="list-style-type: none"> <li>• summary &amp; readings (10h)</li> <li>• preparing presentations (10h)</li> </ul>
<b>post-course work</b>	final report (20h)

## WOMEN'S EMPOWERMENT IN RESEARCH

<b>Course Title</b>	Women's Empowerment in Research
<b>Facilitator</b>	Ms. Monika Maria Thiel
<b>Date</b>	18 March 2020
<b>Time</b>	8h45-17h30
<b>Location</b>	Belval campus
<b>Description</b>	<p>Have you ever heard of the leaky pipeline? While more than half of university graduates are female, the percentage of women dramatically drops during and after the postdocs phase. To the extent that in Europe, the proportion of women in the most highly endowed professorships is just around 21 percent.</p> <p>In this workshop, we will work on your strengths and on your goals as well as on your self-presentation skills. We will also look into inner obstacles that might be inhibiting your long-term success and how to overcome these.</p> <p>You will begin defining your long-term goals and formulating a vision „with the end in mind “. With a clear individual goal, you will then be able to focus on your individual set of priorities and regularly adjust should you move away from this personal vision.</p> <p><b>Methods</b></p> <p>Trainer input, work on individual cases, exercises, role-playing games, group discussions, feedback, etc.</p>
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>• Strength orientation</li> <li>• Long-term vision and keeping track</li> <li>• Dealing with inner obstacles</li> <li>• Confidence and self-worth boosters</li> <li>• Self-presentation and communication</li> <li>• Relevant leadership skills</li> <li>• Brand building, networking and visibility</li> </ul>
<b>ECTS</b>	Not Applicable
<b>In-person course workload (hrs)</b>	9



<b>Pre-workload (hrs)</b>	1-4
<b>Pre-course work</b>	Participants are asked to complete the <b>High Five Test</b> ( <a href="#">website</a> ) and optionally read Chapter 2 „Habit 2“in: Covey SR (2004) The 7 habits of Highly Effective People. 2nd Ed. Simon & Schuster, New York.
<b>Post-course workload (hrs)</b>	2
<b>Post course work</b>	Participants are asked to <b>write a 1-2-page reflection on their learnings</b> . Deadline for sending in the post-course work: April 16.

## GOOD SCIENTIFIC PRACTICE (Kirchberg - A.Weicker)

<b>Course Title</b>	Good Scientific Practice
<b>Facilitator</b>	Dr. Michael Gommel
<b>Date</b>	02 & 03 April 2020
<b>Time</b>	9h30-17h15
<b>Location</b>	Kirchberg Campus
<b>Description</b>	The major objective of the workshop “Good Scientific Practice” is to know and understand the basic 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 practice and scientific 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 handled improperly. The participants will learn to develop appropriate solutions for difficult situations in the process of science. They are encouraged to discuss structural problems that endanger research integrity. They will also receive homework for the protection of their scientific work.
<b>Topics covered</b>	The content of the workshop follows the curriculum “Good scientific practice” which was commissioned by and developed in cooperation with the German Research Ombudsman: <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> </ul>

	<ul style="list-style-type: none"> <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 workshop encourages the active involvement of the participants and features the following didactic elements: case discussions, problem based learning in small groups, plenary discussion, information input.</p>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	13
<b>Post-course workload (hrs)</b>	12
<b>Post course work</b>	The participants are asked to carefully study the regulations we used in the workshop. They are asked to discuss issues on good scientific practice topics, mainly on data management and on authorship, with their colleagues and their supervisors in order to protect their personal scientific integrity and propagate the idea of good scientific practice. The documents for the post-course work as well as a photographic documentation will be made available on moodle.

## FINAL STEPS TO PhD DEFENSE

<b>Course subtitle</b>	Public speaking, confidence, time management, self-motivation
<b>Facilitator</b>	Ms. Bénédicte Vanderreydt
<b>Dates</b>	9, 10 & 24 April 2020
<b>Time</b>	9h30-12h30 / 13h30-17h30
<b>Location</b>	Belval campus
<b>Description</b>	<p>This multi-layers workshop prepares you as a professional sportsman-woman for the perilous exercise of presenting and defending your thesis or any academic presentation. Also we will focus on how you can manage your time/priorities, your stress and how to build your confidence and self-motivation.</p> <p>Different <b>ACTOR's techniques</b> will allow you to experience the art of <b>improvisation</b> and the art of speech in terms of <b>non-verbal communication</b>: voice, articulation, breathing, pauses, gestures, intonation or rhythm.</p> <p>Using staging techniques, your jury is simulated.</p> <p>The exercises will be recorded for learning purposes.</p>

	<p>The course is divided in two sessions: <b>Two days</b> + two weeks later, <b>one day</b>.</p> <p><b>The training will be 80% practical and will involve exercises on yoga mats so comfortable and casual clothing is recommended.</b></p> <p>IMPORTANT: Some of the activities throughout the training may be a little different to what you're used to so <b>please come with an open mind - Stepping outside your comfort zone.</b></p> <p><b>This course is for PhDs in their 3rd or 4th year preparing their thesis defense.</b></p>
<p><b>Topics covered</b></p>	<p><b>Deliver powerful presentations that are effective and remembered</b></p> <ul style="list-style-type: none"> <li>• Clarify and construct the content (core message / What-How-Why?)</li> <li>• Move people with clear intention – moment to moment</li> <li>• Raise the awareness on non-verbal communication</li> <li>• Develop 'emotional presence' or charisma in low and high power</li> <li>• Control the breathing / use of the diaphragm</li> <li>• Mastering the voice, expressiveness and body language</li> <li>• Raise the active listening</li> <li>• Control the different postures and manage the space</li> </ul> <p><b>Time and priority management</b></p> <ul style="list-style-type: none"> <li>• Set S.M.A.R.T goals</li> <li>• Distinguish urgency from importance</li> <li>• Knowing how to say NO</li> <li>• Meditation to step back and discernment</li> <li>• Protect your environment from interruptions</li> <li>• Self-regulation of stress</li> <li>• Retro-planning – Stay the cap regularly</li> </ul> <p><b>Develop confidence</b></p> <ul style="list-style-type: none"> <li>• Give and receive feedback in a constructive way</li> <li>• Develop a congruent body posture and an assertive language</li> <li>• Choose deliberately how to act and respond to others, rather than reacting impulsively – foster contact</li> <li>• Improvisation – gain spontaneity – call in your imaginary</li> <li>• Build confidence in preparing the final steps</li> </ul> <p><b>Self-Motivation</b></p> <ul style="list-style-type: none"> <li>• Tools for preparation: visualization techniques, sensory memory and relaxation</li> </ul>

	<ul style="list-style-type: none"> <li>• Positive attitude</li> <li>• Concentration</li> <li>• Know yourself and spot your injunctions</li> <li>• Procrastinating / doing</li> <li>• Create your own routine and rituals</li> </ul>
ECTS	2
In-person course workload (hrs)	21
Pre-course workload (13 hrs)	<ul style="list-style-type: none"> <li>• ANSWER THE QUESTIONS of the pre-course questionnaire (via Moodle)</li> <li>• Record yourself (video) using STORYTELLING</li> <li>• READINGS</li> </ul>
Post-course workload (13 hrs)	Readings + 3 minutes speech recording

## DEVELOPING WRITING AND READING SKILLS AT DOCTORAL LEVEL (INTRODUCTION) FOR SOCIAL SCIENCES RESEARCHERS

Course Title	Developing Writing and reading Skills at Doctoral Level (Introduction) for Social sciences researchers
Facilitator	Dr. Desmond Thomas
Date	14 & 15 April 2020
Time	9h00-16h30
Location	Belval Campus
Description	<p>The main aim of this course is <u>to help you develop effective strategies for planning your doctoral thesis</u>. It has been designed for Social Science/Arts/Humanities researchers who are <b>beginning their doctoral studies</b> and who feel they would benefit from some targeted support in planning the journey ahead.</p> <p>Course sessions will be organized as follows:</p> <p><u>Day 1 morning session 1</u></p> <ul style="list-style-type: none"> <li>-Introduction to the course</li> <li>-Feedback on pre-course tasks</li> </ul> <p><u>Day 1 morning session 2</u></p> <ul style="list-style-type: none"> <li>-Breaking down and developing a research topic</li> <li>-Generating research questions</li> </ul> <p><u>Day 1 afternoon session 1</u></p> <ul style="list-style-type: none"> <li>-Managing your reading</li> <li>-Critical note-taking</li> </ul>

	<p><u>Day 1 afternoon session 2</u> -Producing literature reviews</p> <p><u>Day 2 morning session 1</u> -Developing key concepts through reading and writing</p> <p><u>Day 2 morning session 2</u> -Structuring your thesis -Preparing tables of contents and abstracts</p> <p><u>Day 2 afternoon session 1</u> -Planning individual thesis chapters -Writing chapter introductions</p> <p><u>Day 2 afternoon session 2</u> -Supporting your work through oral presentations -Post-course task procedures</p> <p>The course is interactive and you will be asked to carry out a series of reflective tasks working together in small groups.</p>
<b>Topics covered</b>	<p>The principal outcomes of this course are:</p> <ul style="list-style-type: none"> <li>• The production of a written research rationale, first draft table of contents and abstract</li> <li>• The development of effective strategies for identifying and selecting important reading texts, critical reading and analytical note-taking</li> <li>• The development of effective strategies for producing various types of literature review</li> <li>• The exploration and definition of the key concepts underlying individual research projects</li> <li>• The development of effective skills and strategies for ‘research in progress’ oral presentations</li> </ul>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	14
<b>Post-course workload (hrs)</b>	12
<b>Pre-course work</b>	<p>You will be asked to complete two pre-course questionnaires. The first will provide an outline of your topic area, the reasons for your choice, your proposed research questions (if known) and the data collection methods that you intend to use. The second will focus on areas that concern you at this stage.</p> <p>Both pre-course tasks will be uploaded to the course Moodle site.</p>
<b>Post-course work</b>	<p>You will be invited to submit an updated research rationale together with a first draft thesis table of contents and abstract.</p> <p>Post-course tasks will be uploaded to the course Moodle site.</p>

## DEVELOPING WRITING SKILLS AT DOCTORAL LEVEL (INTRODUCTION) FOR NATURAL & APPLIED SCIENCES RESEARCHERS

<b>Course Title</b>	Developing Writing Skills at Doctoral Level (Introduction) for Natural & Applied Sciences Researchers
<b>Facilitator</b>	Dr. Desmond Thomas
<b>Dates</b>	16 & 17 April
<b>Time</b>	9.00 – 16.30
<b>Location</b>	Campus Belval
<b>Description</b>	<p>The main aim of this course is to <u>help you develop effective strategies for planning your doctoral thesis</u>. It has been designed for Natural and Applied Science researchers who are <b>beginning their doctoral studies</b> and who feel they would benefit from some targeted support in planning the journey ahead.</p> <p>Course sessions will be organized as follows:</p> <p><u>Day 1 morning session 1</u></p> <ul style="list-style-type: none"> <li>- Introduction to the course</li> <li>- Feedback on pre-course tasks</li> </ul> <p><u>Day 1 morning session 2</u></p> <ul style="list-style-type: none"> <li>- Breaking down and developing a research topic</li> <li>- Generating research questions</li> <li>- Interpreting and expanding pre-determined questions</li> </ul> <p><u>Day 1 afternoon session 1</u></p> <ul style="list-style-type: none"> <li>- Managing your reading</li> <li>- Critical note-taking</li> </ul> <p><u>Day 1 afternoon session 2</u></p> <ul style="list-style-type: none"> <li>- Producing literature reviews</li> <li>- Exploring previous scientific studies</li> </ul> <p><u>Day 2 morning session 1</u></p> <ul style="list-style-type: none"> <li>- Developing key concepts through reading and writing</li> <li>- Explaining technical concepts vs assumed knowledge</li> </ul> <p><u>Day 2 morning session 2</u></p> <ul style="list-style-type: none"> <li>- Structuring your thesis (different models)</li> <li>- Preparing tables of contents and abstracts</li> </ul> <p><u>Day 2 afternoon session 1</u></p> <ul style="list-style-type: none"> <li>- Planning individual thesis chapters</li> <li>- Writing chapter introductions</li> </ul> <p><u>Day 2 afternoon session 2</u></p> <ul style="list-style-type: none"> <li>- Supporting your work through oral presentations</li> </ul>

	<ul style="list-style-type: none"> <li>- Post-course task procedures</li> </ul> <p>The course is interactive and you will be asked to carry out a series of reflective tasks working together in small groups.</p>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	14
<b>Pre- and post-workload (hrs)</b>	12
<b>Topics covered</b>	<p>The principal outcomes of this course are:</p> <ul style="list-style-type: none"> <li>- The production of a written research rationale, first draft table of contents and abstract</li> <li>- The development of effective strategies for identifying and selecting important reading texts, critical reading and analytical note-taking</li> <li>- The development of effective strategies for producing various types of literature review</li> <li>- The exploration and definition of the key concepts underlying individual research projects</li> <li>- The development of effective skills and strategies for ‘research in progress’ oral presentations</li> </ul>
<b>Course pre-work</b>	<p>You will be asked to complete two pre-course questionnaires. The first will provide an outline of your topic area, the reasons for your choice, your proposed research questions (if known) and the data collection methods that you intend to use. The second will focus on areas that concern you at this stage.</p> <p>Both pre-course tasks will be uploaded to the course Moodle site.</p>
<b>Course post-work</b>	<p>You will be invited to submit an updated research rationale together with a first draft thesis table of contents and abstract.</p> <p>Post-course tasks will be uploaded to the course Moodle site.</p>

## GOOD SCIENTIFIC PRACTICE FOR NATURAL & PHYSICAL SCIENCES

<b>Course Title</b>	Good Scientific Practice for natural & physical sciences
<b>Facilitator</b>	Dr. Katrina Bramstedt
<b>Dates</b>	22 & 23 April 2020
<b>Time</b>	9:30-17:45
<b>Location</b>	Campus Belval

<b>Description</b>	<p>This course uses the CAPRI method (Creative Approaches Promoting Research Integrity) for teaching Good Scientific Practice. The course is highly interactive, using a blend of traditional teaching methods with hands-on creative sessions and other techniques which personalize the learning process. The use of visual arts in the sessions has the potential to improve researchers' observation skills—something very important to research conduct such as the informed consent process, as well as data collection, analysis, and reporting. It is also part of study monitoring and auditing. Students will learn the basic rules and values associated with the responsible conduct of research, with the European Code of Conduct for Research Integrity as foundational. They will also learn how to identify questionable scientific practice and misconduct, and how to formulate and implement ethically appropriate responses. Sharing of experiences in this safe space is encouraged!</p> <p>Two hours of the course will be dedicated to Gender Bias and Ethics in research. Gender refers to the socially constructed characteristics of men and women, whereas sex refers to the biological differences between males and females. People are born male or female, but in every society men and women are assigned different roles, and these roles determine the power they have in their daily lives. Gender-sensitive research looks at the lives of men and women in a holistic way, and asks: how does the technology, intervention or behaviour "fit" in women's or men's lives? More specifically, what constraints need to be addressed for women or men to use the technology, seek the intervention, or change to health-promoting behaviour? For instance, it takes into account questions as to whether the woman or man has control of the necessary time, knowledge, and financial resources to use the technology or service, or change behaviour, and whether all women or men have the right to use the technology or service. However, several studies show that research in many fields may present gender bias. This part of the course will explore gender bias in research and its ethical implications.</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>	<p>Topics included in the course:</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>• Research environments and personal safeguards</li> <li>• Data management</li> <li>• Authorship and publication best practice</li> <li>• Mentoring and collegiality</li> <li>• Peer review</li> <li>• Conflicts of interest</li> <li>• Conflict management, how to deal with scientific misconduct</li> </ul>



	<ul style="list-style-type: none"> <li>• Moral courage, ethical dilemmas, ethical decision-making using the 4 principles of good research practice</li> <li>• Local and international regulations, ethical codes</li> <li>• Research Ethics Committees</li> <li>• Luxembourg Agency for Research Integrity</li> <li>• Gender bias and its implications</li> <li>• Unconscious bias</li> </ul>										
<b>Course pre-work</b>	The participants are asked to ponder 3 case studies and familiarize themselves with the content on the website: <a href="https://lari.lu/">https://lari.lu/</a>										
<b>Course post-work</b>	<p>1.) Participants are asked to carefully study the regulations/codes/guidelines used in the workshop (<a href="https://lari.lu/best-practice-useful-links/resources-links/">https://lari.lu/best-practice-useful-links/resources-links/</a>).</p> <p>They are asked to discuss issues on good scientific practice topics, mainly on data management and on authorship, with their colleagues and their supervisors in order to protect their personal scientific integrity and propagate the idea of good scientific practice.</p> <p>After reflection, the participant shall submit a 1-2 page double-spaced reflective essay OR a visual drawing/sketch/painting/photo with discussion that represents their personal approach to preventing research misconduct.*</p> <p>Submit item to the teacher at <a href="mailto:secretarygeneral@lari.lu">secretarygeneral@lari.lu</a> within 10 calendar days of workshop.</p> <p>Marking criteria:</p> <table border="1"> <tr> <td>Submit essay OR visual art + discussion</td> <td>Failure to submit = FAIL</td> </tr> <tr> <td>Essay has clarity, reflective depth, proper grammar and spelling</td> <td>PASS</td> </tr> <tr> <td>Essay lacks clarity OR reflective depth</td> <td>FAIL</td> </tr> <tr> <td>Visual art &amp; discussion show clarity of connections* and the writing uses proper grammar and spelling</td> <td>PASS</td> </tr> <tr> <td>Visual art &amp; discussion do not evidence clarity of connections*</td> <td>FAIL</td> </tr> </table> <p>2.) Participants are asked to complete a 9-question, anonymous, voluntary feedback questionnaire</p>	Submit essay OR visual art + discussion	Failure to submit = FAIL	Essay has clarity, reflective depth, proper grammar and spelling	PASS	Essay lacks clarity OR reflective depth	FAIL	Visual art & discussion show clarity of connections* and the writing uses proper grammar and spelling	PASS	Visual art & discussion do not evidence clarity of connections*	FAIL
Submit essay OR visual art + discussion	Failure to submit = FAIL										
Essay has clarity, reflective depth, proper grammar and spelling	PASS										
Essay lacks clarity OR reflective depth	FAIL										
Visual art & discussion show clarity of connections* and the writing uses proper grammar and spelling	PASS										
Visual art & discussion do not evidence clarity of connections*	FAIL										

## MEDIATION FOR CONFLICT RESOLUTION AND PREVENTION: A FEW TOOLS

<b>Course Title</b>	Mediation for conflict resolution and prevention: a few tools
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<b>Facilitator</b>	Ms. Esther Zana-Nau
<b>Date</b>	28 & 30 April 2020
<b>Time</b>	10h30 – 12h30 / 13h30-17h30
<b>Location</b>	Belval Campus
<b>Description</b>	<p>Mediation is increasingly sought for conflicts that arise in public life as well as in private life, within the framework of the family, the neighborhood, the company, in relations between states.</p> <p>Mediation has always existed in a certain way. However, its need is more strongly felt in the face of the multiplication of disputes and individual as well as social tensions. Intervening in all aspects of human interaction, mediation is a method of handling disputes, which enables individuals in conflict to appeal to a neutral, impartial third party, subject to confidentiality: the mediator. By listening to people without judgment, in their experience of a conflict situation and by offering the possibility for each protagonist to be heard by the other party in a redefined and secure framework, the mediator will facilitate communication between the parties. Mediation is a structured process that will allow mutual recognition of everyone's needs. In doing so, it frees up the possibility for the parties to find for themselves a solution that suits them. Unlike other approaches, mediation does not focus only on the triggers of the conflict but on the emotions of the protagonists and their unmet needs. Throughout the process, a subtle work of awareness and transformation takes place, helping to rebuild the autonomy and humanity of the protagonists. As such, mediation brings hope and can be seen as a real social and political innovation that contributes to the establishment of a culture of peace.</p> <p>This workshop will bring you the tools and the space to further discuss how the mediation rules and principles can be applied on a daily basis in your work environment as well as in your other social Interactions. By doing so, you will learn how to identify conflict triggers and, through a healthy communication, prevent potential conflicts.</p> <p>Exercises such as case studies, role plays theater will be proposed.</p>
<b>Topics covered</b>	<ol style="list-style-type: none"> <li>1. Conflict definition, how to identify its triggers?</li> <li>2. The mediation process</li> <li>3. The mediator role</li> <li>4. Tools for a healthy communication</li> <li>5. How to handle potential conflicts?</li> </ol>
<b>ECTS</b>	1

<b>In-person course workload (hrs)</b>	12h
<b>Pre-course work</b>	4h: case study to prepare (more information will be shared on Moodle) and reading assignments
<b>In-between session course work</b>	4h
<b>Post-course work</b>	4h: you'll be able to identify the solution to your case study and self-reflect on it (written assignment)

## 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 &amp; Time</b>	29 April: 9h30 – 18h00 11 May: 14h – 18h
<b>Location</b>	Belval Campus
<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, to introduce a number of basic principles for data visualisation and statistical graphics---learning from good and bad examples. We will 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 tips 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’s 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>	Participants should install Stata on their own laptops prior to the course (e.g., through UL's site license) and make themselves familiar with elementary Stata usage: opening and manipulating datasets, basic descriptive statistics, "do file" programming, using 'local' macros.
<b>Course post-work</b>	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 day of the course. They will present a first draft of their work to the group on the second day and, on the basis of the comments received, will revise and finalize their artwork after the sessions.

## BECOMING A RESEARCHER (KIRCHBERG)

<b>Course Title</b>	Becoming a Researcher
<b>Facilitator</b>	Collective: team of Research Facilitators from the FSTM (Faculty of Science, Technology & Medicine)
<b>Date</b>	05.05.2020
<b>Time</b>	13-16h or 17h
<b>Location</b>	Kirchberg campus
<b>Description</b>	<p>There are two main pillars that sustain the <b>successful research career</b>. The first is about you and your <b>vision/contribution/" product"</b> in the <b>research field of your choice</b>. At the beginning, finding the right University Program and supervisor is key.</p> <p>But after this first decision, other aspects, not purely scientific start to play an important role. All those <b>non-purely scientific aspects, more human and practical aspects</b> of the daily life of a researcher are the second pillar:</p> <ul style="list-style-type: none"> <li>-The ability to navigate the <b>human culture of your research group</b> and beyond (within and outside the University), to get the supervision, mentoring and vision that will help you;</li> <li>-The ability to <b>manage your project</b>;</li> <li>-The ability to <b>build your reputation and network</b>, how to advance in your research career: from PhD to Postdoc to Principal Investigator.</li> </ul> <p>We will propose some practical exercises that will help you reflect and design strategies to <b>advance in your scientific career</b>.</p>
<b>Topics covered</b>	<p>Identifying and discussing the following regarding your PhD project:</p> <ul style="list-style-type: none"> <li>- Main objective and sub-objectives</li> <li>- Mains tasks</li> <li>- budget: individual PhD or Integrated In a larger project?</li> <li>- Outputs: deliverables vs. milestones</li> <li>- Innovation aspects</li> </ul>

	<ul style="list-style-type: none"> <li>- Risks of the Implementation: what can go wrong? How to minimize risks?</li> <li>- Communication of results - publications and conferences but what about outreach activities?</li> </ul> <p>(Methods: workgroups, moderation techniques)</p>
<b>ECTS</b>	Not applicable
<b>In-person course workload (hrs)</b>	3 to 4h
<b>Pre-workload (hrs)</b>	1-2h
<b>Course pre-work</b>	<ul style="list-style-type: none"> <li>- Write an abstract about your research project (2000 characters);</li> <li>- Make a plan for your PhD, define the objectives and the tasks than need to be done to accomplish them. Define the milestones along the process. Can you structure it along work packages and a time flow?</li> </ul>
<b>Post-course workload (hrs)</b>	1-2h
<b>Post course- work</b>	Reflect on the course and correct the pre-course work accordingly and discuss it with the supervisor

## SURVEY METHODOLOGY AND QUESTIONNAIRE CONSTRUCTION

<b>Course Title</b>	Survey Methodology and Questionnaire Construction
<b>Facilitator</b>	Dr. Andreas Heinz
<b>Date</b>	8, 22 May & 19, 26 June 2020
<b>Time</b>	10-16h
<b>Location</b>	Campus Belval
<b>Description</b>	<p>Many PhD projects in the social sciences are based on self-developed questionnaires. The course aims to develop the skills needed to draft and pretest a questionnaire for quantitative surveys.</p> <p>The course will be taught in English. Questionnaire examples will be in English, German, and French. Participants are encouraged to present and discuss own questionnaire drafts.</p>
<b>ECTS</b>	2
<b>In-person course workload(hrs)</b>	24

<b>Pre- and postworkload (hrs)</b>	26
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>• Basics of survey methodology (methods of survey data collection, question types).</li> <li>• The cognitive process of answering a survey question and its implications.</li> <li>• How to ask questions: Do's and Don'ts.</li> <li>• How to pretest a questionnaire.</li> <li>• Special topics: e.g. question order effects, how to ask sensitive questions</li> </ul>
<b>Course prework</b>	To be determined
<b>Course postwork</b>	Regular editing of own questionnaire; peer review and pretesting of other participants' questionnaires, reading papers.

## BECOMING A RESEARCHER (BELVAL)

<b>Course Title</b>	Becoming a Researcher
<b>Facilitator</b>	Collective: team of Research Facilitators from the FSTM (Faculty of Science, Technology & Medicine)
<b>Date</b>	12.05.2020
<b>Time</b>	13-16h or 17h
<b>Location</b>	Belval campus
<b>Description</b>	<p>There are two main pillars that sustain the <b>successful research career</b>. The first is about you and your <b>vision/contribution/” product”</b> in the <b>research field of your choice</b>. At the beginning, finding the right University Program and supervisor is key.</p> <p>But after this first decision, other aspects, not purely scientific start to play an important role. All those <b>non-purely scientific aspects, more human and practical aspects</b> of the daily life of a researcher are the second pillar:</p> <ul style="list-style-type: none"> <li>-The ability to navigate the <b>human culture of your research group</b> and beyond (within and outside the University), to get the supervision, mentoring and vision that will help you;</li> <li>-The ability to <b>manage your project</b>;</li> <li>-The ability to <b>build your reputation and network</b>, how to advance in your research career: from PhD to Postdoc to Principal Investigator.</li> </ul> <p>We will propose some practical exercises that will help you reflect and design strategies to <b>advance in your scientific career</b>.</p>
<b>Topics covered</b>	<p>Identifying and discussing the following regarding your PhD project:</p> <ul style="list-style-type: none"> <li>- Main objective and sub-objectives</li> <li>- Mains tasks</li> <li>- budget: individual PhD or Integrated In a larger project?</li> </ul>

	<ul style="list-style-type: none"> <li>- Outputs: deliverables vs. milestones</li> <li>- Innovation aspects</li> <li>- Risks of the Implementation: what can go wrong? How to minimize risks?</li> <li>- Communication of results - publications and conferences but what about outreach activities?</li> </ul> <p>(Methods: workgroups, moderation techniques)</p>
<b>ECTS</b>	Not applicable
<b>In-person course workload (hrs)</b>	3 to 4h
<b>Pre-workload (hrs)</b>	1-2h
<b>Course pre-work</b>	<ul style="list-style-type: none"> <li>- Write an abstract about your research project (2000 characters);</li> <li>- Make a plan for your PhD, define the objectives and the tasks than need to be done to accomplish them. Define the milestones along the process. Can you structure it along work packages and a time flow?</li> </ul>
<b>Post-course workload (hrs)</b>	1-2h
<b>Post course- work</b>	Reflect on the course and correct the pre-course work accordingly and discuss it with the supervisor

## INTRODUCTION TO ENTREPRENEURSHIP

<b>Course Title</b>	Introduction to Entrepreneurship
<b>Facilitator</b>	Collective (Incubator of the University of Luxembourg and external speakers)
<b>Dates</b>	14 & 15 May 2020
<b>Time</b>	14 May: 9.00-17.00 15 May: 9.00-18.00
<b>Location</b>	Campus Belval
<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 16 hours 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 interactive workshops, discussions, problem-solving challenges tackled by researchers.</p> <p>Group discussion, collaboration and active participation among researchers is encouraged and essential to learning.</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.</p> <p>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>	1
<b>In-person course workload (hrs)</b>	16
<b>Course pre-work</b>	3h: reading assignment (to be found on Moodle)
<b>Course post-work</b>	6h: build a financial model (3h), finalize a slide deck / pitch (3h)

## BUILDING SKILLS FOR YOUR WELLBEING

<b>Course Title</b>	Building skills for your Wellbeing
<b>Facilitator</b>	Dr. Maurizio Cortesi
<b>Dates</b>	19, 26 May, 02, 16 June
<b>Time</b>	14h-17h
<b>Location</b>	Belval Campus



<b>Description</b>	<p>Sometimes there is a lot that accumulates in our days and lives, and at times it might even be 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 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 objectives and for relating with and supporting others around us.</p> <p>This program will invite an investigation of skills and attitudes that are important in fostering resilience and wellbeing. Ancient traditions, and many recent scientific studies (in neuroscience and psychology especially) point to these resources as essential : connection, motivation, intention and purpose, creativity, gratitude, empathy, compassion. We will invite practices 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>N.B.: This new program builds on the course: Reducing your stress and develop more focus. It is not essential to have participated to that course to enroll in this one, however it is recommended.</p>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	12
<b>In-between course workload (hrs)</b>	12
<b>In between-sessions-work</b>	Participants will be invited to work in between sessions, via practices and explorations at home and in the workplace. This invitation to daily exploration is an essential part of the program and will require around 15 minutes per day.

## 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>	26 & 27 May 2020
<b>Time</b>	8h45-17h30
<b>Location</b>	Belval campus
<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</p>

	<p>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> <li>- Successful meetings</li> <li>- Handling of feedback</li> </ul>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	18
<b>Pre-workload (hrs)</b>	2
<b>Pre-course work</b>	Participants are asked to reflect on the relationship they have with their thesis director. It can be done in form of a SWOT-analysis.
<b>Post-course workload (hrs)</b>	4
<b>Post course work</b>	Participants are asked to apply the strategies and methods from the course. After six weeks they need to write a 2-3 pages self-reflection about their relationship to the supervisor before the course and what has changed since the course. Deadline: July 10.

## SCIENCE COMMUNICATION

<b>Course Title</b>	Science Communication
<b>Facilitator</b>	Collective : Dirk Hans, FNR & external trainers
<b>Dates</b>	28, 29 May & 29, 30 June
<b>Time</b>	9h-18h (except 30 June : 9h-16h)
<b>Location</b>	Campus Belval
<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 (like e.g. Jean-Paul Bertemes, Head of Science in Society at the FNR).</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). Furthermore, you will practice some of them shortly during the course.</p> <p>You will develop some of the course content interactively (group work), write a press release and even found a new research center.</p> <p>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 of 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>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 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</p>

	<p>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 (hrs)</b>	30
<b>In between session course workload (hrs)</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.

## GOOD SCIENTIFIC PRACTICE FOR NATURAL & PHYSICAL SCIENCES

<b>Course Title</b>	Good Scientific Practice
<b>Facilitator</b>	Dr. Katrina Bramstedt
<b>Dates</b>	04 & 05 June 2020
<b>Time</b>	9:30-17:45

<b>Location</b>	Campus Belval
<b>Description</b>	<p>This course uses the CAPRI method (Creative Approaches Promoting Research Integrity) for teaching Good Scientific Practice. The course is highly interactive, using a blend of traditional teaching methods with hands-on creative sessions and other techniques which personalize the learning process. The use of visual arts in the sessions has the potential to improve researchers' observation skills—something very important to research conduct such as the informed consent process, as well as data collection, analysis, and reporting. It is also part of study monitoring and auditing. Students will learn the basic rules and values associated with the responsible conduct of research, with the European Code of Conduct for Research Integrity as foundational. They will also learn how to identify questionable scientific practice and misconduct, and how to formulate and implement ethically appropriate responses. Sharing of experiences in this safe space is encouraged!</p> <p>Two hours of the course will be dedicated to Gender Bias and Ethics in research. Gender refers to the socially constructed characteristics of men and women, whereas sex refers to the biological differences between males and females. People are born male or female, but in every society men and women are assigned different roles, and these roles determine the power they have in their daily lives. Gender-sensitive research looks at the lives of men and women in a holistic way, and asks: how does the technology, intervention or behaviour "fit" in women's or men's lives? More specifically, what constraints need to be addressed for women or men to use the technology, seek the intervention, or change to health-promoting behaviour? For instance, it takes into account questions as to whether the woman or man has control of the necessary time, knowledge, and financial resources to use the technology or service, or change behaviour, and whether all women or men have the right to use the technology or service. However, several studies show that research in many fields may present gender bias. This part of the course will explore gender bias in research and its ethical implications.</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>	<p>Topics included in the course:</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>• Research environments and personal safeguards</li> <li>• Data management</li> <li>• Authorship and publication best practice</li> <li>• Mentoring and collegiality</li> </ul>

	<ul style="list-style-type: none"> <li>• Peer review</li> <li>• Conflicts of interest</li> <li>• Conflict management, how to deal with scientific misconduct</li> <li>• Moral courage, ethical dilemmas, ethical decision-making using the 4 principles of good research practice</li> <li>• Local and international regulations, ethical codes</li> <li>• Research Ethics Committees</li> <li>• Luxembourg Agency for Research Integrity</li> <li>• Gender bias and its implications</li> <li>• Unconscious bias</li> </ul>
<b>Course pre-work</b>	The participants are asked to ponder 3 case studies and familiarize themselves with the content on <a href="#">the website of LARI</a> .
<b>Course post-work</b>	<p>1.) Participants are asked to carefully study the regulations/codes/guidelines used in the workshop (<a href="https://lari.lu/best-practice-useful-links/resources-links/">https://lari.lu/best-practice-useful-links/resources-links/</a>). They are asked to discuss issues on good scientific practice topics, mainly on data management and on authorship, with their colleagues and their supervisors in order to protect their personal scientific integrity and propagate the idea of good scientific practice.</p> <p>2.) Participants are asked to complete a 9-question, anonymous, voluntary feedback questionnaire</p>

## PREPARING AN EFFECTIVE RESEARCH POSTER

<b>Course Title</b>	Preparing an effective research poster
<b>Facilitator</b>	Dr. Malou Fraiture
<b>Dates</b>	15 June 2020
<b>Time</b>	14h-17h30
<b>Location</b>	Campus Kirchberg : A.Weicker
<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>	3h30

<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 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	
<b>Facilitator</b>	Dr. Susan Dunn	
<b>Dates &amp; Time</b>	<b>Group 1:</b> 17 June : 14:00-17:30 18 June : 08:45-12:15	<b>Group 2:</b> 18 June : 14:00-17:30 19 June : 08:45-12:15
<b>Location</b>	Campus Belval	
<b>Description</b>	<p>Are you a doctoral student doing some teaching for the first time?</p> <p>This two interactive 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> </ul>	

	<ul style="list-style-type: none"> <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 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> <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>

## MY PHD LIFE CYCLE

<b>Course Title</b>	My PhD Life Cycle
<b>Facilitator</b>	Ms. Anja Lenninger Ms. Bérénice Kimpe
<b>Date</b>	25.06.2020
<b>Time</b>	9-12h // 13h-15h
<b>Location</b>	Belval campus
<b>Description</b>	<p>Aim of this 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 &amp; duties, the Doctoral Education Agreement but also life on the campus, networking with other PhDs, etc.</p> <p>A Questions &amp; Answers session will allow you to ask practical questions and learn from your peers.</p> <p>You will then assist a conference regarding your career path after the PhD so you have already an insight into what is possible after your PhD.</p>
<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>	5h
<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 Start thinking about if you would like to stay in academia or not after the PhD
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## CMS / WEB-EDITING: FIRST STEPS

<b>Course Title</b>	CMS / Web-editing: first steps
<b>Facilitator</b>	Ms. Martina Christen Web Editor at the University of Luxembourg
<b>Date</b>	26.06.2020
<b>Time</b>	9-12h
<b>Location</b>	Belval campus
<b>Description</b>	This half-day workshop will allow you to get basic editing guidelines and a basic introduction to CMS landscape (Content Management System) for web-editing. Different CMS such as for example Drupal or Wordpress will be tackled.  You will learn some tricks & clicks which can come in hand when sharing your research outputs online and also, what to pay attention to for search engine optimised (SEO) writing.
<b>Topics covered</b>	CMS, web-editing, SEO
<b>ECTS</b>	Not applicable
<b>In-person course workload (hrs)</b>	3h
<b>Pre-course work</b>	To be confirmed if applicable
<b>Post-course work</b>	To be confirmed if applicable

## PROJECT MANAGEMENT FOR RESEARCH

<b>Course Title</b>	Project Management for Research
<b>Facilitator</b>	Dr. Maurizio Cortesi
<b>Dates</b>	2 & 3 July 2020
<b>Time</b>	10h30-17h30
<b>Location</b>	Campus Belval

<b>Description</b>	<p>We will discuss how to maximize research projects successful management and completion, with a specific focus on candidates' PhD thesis. Due to the project duration (at least 3 years) and to the uncertainty inherent in any research activity, a PhD can be a very complex and challenging endeavor.</p> <p>From project definition to planning the development of the research; from defining research questions to keeping focus and motivation; from scheduling activities and tasks to managing risk and dealing with setbacks; from meeting deadlines and milestones to controlling and reviewing plans; from managing the relationship with the supervisor(s) to networking activities and conferences participation.</p>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	14
<b>Topics covered</b>	<p>Covered topics :</p> <ul style="list-style-type: none"> <li>• Define the core characteristics of a project</li> <li>• Identify the challenges involved in making a project successful</li> <li>• Motivation and focus (some techniques)</li> <li>• Define objectives and deliverables and recognize the importance of thinking creatively</li> <li>• Develop a robust project methodology</li> <li>• Use a work breakdown structure to define the phases, activities and tasks</li> <li>• Develop a network diagram showing how the tasks interrelate and the inter- dependencies</li> <li>• Develop a critical path schedule considering milestones and contingencies</li> <li>• Use time effectively</li> <li>• Use (on-line) tools for project management and time management</li> <li>• Identify and gauge the resources required - and risks involved</li> <li>• Create appropriate communications for key stakeholders including their supervisor(s)</li> <li>• Deal with problems and setbacks in a positive way</li> <li>• Get to a closure</li> <li>• Reporting and thesis writing</li> <li>• Recognize the need for open-mindedness and the willingness to collaborate with others</li> </ul>
<b>Course pre-work (4h)</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 activities I need to carry on for my project to succeed?</li> <li>• Which are the main challenges I face in my project?</li> <li>• Which are my aims in doing a PhD?</li> <li>• Where do I see myself at the end of my PhD?</li> </ul>
<b>Course post-work (4h)</b>	<p>Participants are asked to :</p> <ul style="list-style-type: none"> <li>• Write down a schedule for the 2 weeks after the course (using the table</li> </ul>

	<p>provided during the course).</p> <ul style="list-style-type: none"> <li>• Keep track of the tasks that are being dealt with and those that are not completed.</li> <li>• Check regularly your schedule and for activities/task that are not completed give a reason, discuss the impact on the rest of the schedule, and find corrective measures when required.</li> <li>• Reflect on your concentration or tendency to procrastinate, and see if your priorities are more driven by external requests or more self-motivated and self-defined.</li> </ul>
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## GOOD SCIENTIFIC PRACTICE (Belval)

<b>Course Title</b>	Good Scientific Practice
<b>Facilitator</b>	Dr. Michael Gommel
<b>Date</b>	06 & 07 July 2020
<b>Time</b>	9h30-17h15
<b>Location</b>	Belval Campus
<b>Description</b>	<p>The major objective of the workshop “Good Scientific Practice” is to know and understand the basic 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 practice and scientific 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 handled improperly. The participants will learn to develop appropriate solutions for difficult situations in the process of science. They are encouraged to discuss structural problems that endanger research integrity. 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> </ul>

	<ul style="list-style-type: none"> <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 workshop encourages the active involvement of the participants and features the following didactic elements: case discussions, problem based learning in small groups, plenary discussion, information input.</p>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	13
<b>Post-course workload (hrs)</b>	12
<b>Post course work</b>	The participants are asked to carefully study the regulations we used in the workshop. They are asked to discuss issues on good scientific practice topics, mainly on data management and on authorship, with their colleagues and their supervisors in order to protect their personal scientific integrity and propagate the idea of good scientific practice. The documents for the post-course work as well as a photographic documentation will be made available on moodle.

## GOOD SCIENTIFIC PRACTICE (Kirchberg)

<b>Course Title</b>	Good Scientific Practice
<b>Facilitator</b>	Dr. Michael Gommel
<b>Date</b>	09 & 10 July 2020
<b>Time</b>	9h30-17h15
<b>Location</b>	Kirchberg Campus
<b>Description</b>	The major objective of the workshop “Good Scientific Practice” is to know and understand the basic 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 practice and scientific 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 handled improperly. The participants will learn to develop appropriate solutions for difficult situations in the process of science. They are encouraged to discuss structural problems that endanger research integrity. They will also receive homework for the protection of their scientific work.
<b>Topics covered</b>	The content of the workshop follows the curriculum “Good scientific practice” which

	<p>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 workshop encourages the active involvement of the participants and features the following didactic elements: case discussions, problem based learning in small groups, plenary discussion, information input.</p>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	13
<b>Post-course workload (hrs)</b>	12
<b>Post course work</b>	<p>The participants are asked to carefully study the regulations we used in the workshop. They are asked to discuss issues on good scientific practice topics, mainly on data management and on authorship, with their colleagues and their supervisors in order to protect their personal scientific integrity and propagate the idea of good scientific practice. The documents for the post-course work as well as a photographic documentation will be made available on moodle.</p>

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