Transferable Skills

for doctoral researchers

Learning & Development

Office of the Vice-Rector for Academic and Student Affairs

SUMMER SEMESTER 2025-2026

CATALOGUE

Université du Luxembourg

PLANNING OVERVIEW

Ref & Format	Training event	Dates	Timing
25-26SUM-PRES In-class	Presenting your research Instructor: Dr. Katrien Deroey	03, 10, 31 March, 14, 21 April, 05, 12 or 13 May 2026	14:00-17:15 (except for 12 May from 2 to 4:30 PM and 13 May from 10:15 to 12:30)
25-26SUM-FAIL Hybrid: in-class & online	Managing Failure, Stress, and the Unexpected in Doctoral Research Instructor: Dr. Laurence Theunis	9, 10, 17 March 2026	9:30 AM to 13:00 for Day 1 & 2 9:30 AM to 17:30 for Day 3
25-26SUM-RAW Online	Research Article Writing Instructor: Dr. Mark Carver	11, 18 March, 15, 29 April, 13, 27 May 2026	10.45 – 13.15
25-26SUM-DM In-class	Open Access and Data Management Instructors: Dr. Inmaculada Peral & colleagues	16, 17 March 2026	16 March: 9:30-11:00 17 March: 14:00-17:00
25-26SUM-HAPPY Hybrid: in-class & online	Happy Doctorate: bringing care to your wellbeing & stress Instructor: Dr. Maurizio Cortesi	19, 26 Mars, 02, 09, 16, 23, 30 April 2026	Check planning on Moodle
25-26SUM-AR Hybrid: in-class & online	Assertiveness for researchers Instructors: Dr. Aline Waltzing & Anna-Livia Morand	25, 26 March, 13, 16, 20 April 2026	9:30-12:30 except for 25/03: 9:00-17:00
25-26SUM-ENTR In-class	Introduction to Entrepreneurship Instructor: Mr. Sivakumar Bactavatchalou	01, 02 April 2026	9:30-17:30
25-26SUM-SLR In-class	Systematic Literature Review Instructor: Dr. Marko Orosnjak	8, 9, 10, 24 April 2026	9:30-12:30 except for 08/04: 9:30-16:30
25-26SUM-TEAB In-class	Developing your teaching skills - Belval Instructor: Dr. Susan Dunn	14, 15 April 2026	Day 1: 09:30-1:00 PM Day 2: 09:30-17:00

PLANNING OVERVIEW

Ref & Format	Training event	Dates	Timing
25-26SUM-AC Hybrid: in-class & online	How to think and plan for Academic Career Instructors: Dr. Ines Crisostomo (& Ingrid de Saint-Georges)	15 April, 8 & 17 June 2026	Day 1 : 14:30-17:30 Day 2 & 3 : 14:00-17:15
25-26SUM-CRIT In-class	Critical thinking Instructor: Dr. Mila Marinova	22, 23, 29 & 30 April 2026	9:30-13.00 except day 3 14:00-17.30
25-26SUM-DEF In-class	Finding your voice. Skills for a Successful Defense Instructors: Dr.Claire Thill & Ruth Reicher	22, 28 April, 12, 13 May 2026	14:00-17:00
25-26SUM-WK In-class	Everything You Wanted to Know About Your PhD (But Never Dared to Ask) Instructor: Dr. Jordi Cabot	28 April 2026	10:00-12:00
25-26SUM-LEAD Online	Leadership Skills Instructor: Ms. Palacios Monika	06, 07 May 2026	9:00-17:00
25-26SUM-GSP1 Hybrid: in-class & online	Good Scientific Practice Instructor: Mr. Tom Lindemann	11, 12 & 13 May 2026	9:30-15:30
25-26SUM-CAR In-class	Boost your career Instructor: Dr. Laurence Theunis	18, 20, 21 May 2026	9:30-17:30
25-26SUM-NET Hybrid: in-class & online	Empowering Your Doctorate Journey and Building a Strategic Network Instructor: Dr. Laurence Theunis	19 May, 18, 19 June 2026	Day 1: 9:30-17:30 Day 2-3: 9:30-13:00
25-26SUM-LATEX In-class	Scientific Document Creation using LaTeX Instructor: Dr. Christian Grévisse	22 May 2026	9:30-16:30

PLANNING OVERVIEW

Ref & Format	Training event	Dates	Timing
25-26SUM-COMM In-class	Communication skills Instructor:s Ms. Martina Peskoller-Fuchs & Brent Epperson	28 & 29 May 2026	9:30-17:30
25-26SUM-GRANT Online	Grant writing Instructor: Dr. Karin Bodewits	02,03, 04 & 05 June 2026	9:00-11:30
25-26SUM-REL Online	Managing your relationship with your thesis director Instructor: Dr. Hann Stephanie	09, 10, 11, 12 June 2026	9.00-13.00
25-26SUM-WIS In-class	Handling challenging situations for Women in Science Instructor: Ms. Palacios Monika	16, 17 June 2026	09:30-17:30
25-26SUM-GSP+ Online	Good Scientific Practice (PhD 3rd, 4th year and postdocs) Instructor: Mr. Tom Lindemann	24, 25 & 26 June 2026	Day 1 & 2: 9:30-16:15 Day 3: 9:30-12:15
25-26SUM-DATA In-class	Data visualization and statistical graphics (with Stata) Instructor: Dr. Philippe Van Kerm	24, 25 & 29 June 2026	Day 1 : 11:00-15:00 Day 2 : 11:00-15:00 + 15:15-16:45 (optional) Day 3: 13:30-16:30
25-26SUM-TEAO Online	Developing your teaching skills - Online Instructor: Dr. Susan Dunn	29, 30 June, 2 July 2026	Day 1 - 2: 9:30-13:00 Day 3: 9:30-12:30
25-26SUM-VISUAL Online	Visual communication of science Instructor: Dr. Jernej Zupanc	03 July 2026	9:00-13:30
25-26SUM-GSP2 Hybrid: in-class & online	Advanced Research Integrity : Ai & Information security Instructor: Mr. Tom Lindemann	06, 07, 08 July 2026	9:30-15:30

GOOD TO KNOW & PRACTICAL INFORMATION

- All these courses are open to doctoral candidates enrolled at the University of Luxembourg.
- Doctoral candidates from Luxembourg Institutes may participate if seats are available.
- Visiting doctoral candidates should contact Transferable Skills (TS) Team beforehand, and requests will be handled case by case.
- Registration forms and detailed descriptions are available on Moodle under „Doctoral Education > Transferable Skills" folder.
- Dates and formats are subject to change during the semester, please check Moodle regularly for updated information.
- Registrations start approximately 1 month before course starting date at 02:00 PM, unless stated otherwise on the Moodle Registration page.
- **Please check that you belong to the right target group** for each course (ex: 1st year, 2nd year, ..., all PHDs...) **before registering**, to ensure a fair and smooth registration process.
- Registrations are handled on a „first come, first served" policy and no exception will be made. A waiting list is available to show your interest for a fully booked event .
- If applicable: ECTS are granted if all training sessions of a course are attended AND course work-assignments are completed in due time.
- TS Training Policy can be found on Moodle.
- **Please note that each Doctoral School offers also TS courses, check them out here:** DSSE, DSHSS, DSEFM, DSL.

For further information, please contact the TS Team (ts@uni.lu).

PARTICIPANT COURSES' LIFE CYCLE

	TS CATALOGUE PUBLICATION	REGISTRATION OPEN	3 WEEKS BEFORE	1 WEEK BEFORE	DURING TS COURSE	AFTER THE COURSE
WHAT TO DO?	1. Please check target group 2. Please check your availabilities for all dates	1. Registration on moodle :"First come, first served" 2. Registration confirmation sent from TS (+/- 4h)	Check Pre course work		1. Be on time 2. Follow lecturer's instruction 3. 100 % attendance is required 4. Fill in the evaluation form	Check DEADLINE and SUBMIT the Post course work, if applicable
TS COURSE FLOW AND RULES						
ADMIN PROCESS	Contact TS@uni.lu for questions	Cancellations per mail at TS@uni.lu accepted without certificate		Cancellations excused only with certificate of sickness	Contact TS@uni.lu in case of absence	Successful participant receive a Moodle notification that ECTS are encoded in PhD portal by DS

PRESENTING YOUR RESEARCH

KEY COMPETENCIES

- Communication
- Presentation

COURSE WORK

Pre-course work:
online presentation survey; preparing a three-minute presentation introducing your research

In-Between course work:
regular coursework applying workshops or preparing for a workshop will be set

Post-course work:
written reflection on assessed presentation using reflection framework and your presentation video

Registration >

Course reference: 25-26SUM-PRES

Facilitator: Dr. K. Deroey

Dates & Time: Tuesdays: 14:00-17:15
Workshops: 3, 10, 31 March, 14, 21 April, 5 and 12 or 13 May 2026
You will attend only one of these (to be determined ahead of time)
assessed presentations: 12/5: Tuesday 14:00-16:30 (group 1);
Wednesday 13/5: 10:15-12:30 (group 2);

Target group: This course is for people who have a concrete research presentation they are working towards. Priority will thus be given to PhD candidates in their second year and above.

Location: On-site (Belval)

ECTS: 2

Total Workload: 48h30 hours
- In person: 21h30
- Pre-course work : 5h
- In-Between course work: 20h
- Post-course work: 2h

DESCRIPTION

These interactive workshops aim to hone your presentation skills and facilitate effective presentation preparation. The focus will be on conference presentations but much of the content will be useful to presenting in general and research presentations specifically.
Note that many workshop activities are based on the specific presentation you are preparing for.
The presentations you give in the workshops will be videotaped for analysis and feedback. You will give a three-minute initial presentation and a 10-minute final assessed presentation.

Learning objectives
• Evaluate your own presentations and those of others in terms of strengths and areas for improvement
• Create presentations that are adapted to your audience
• Effectively prepare presentations

- Know what makes for effective slides and slide use
- Implement a clear and appropriate structure
- Realize how non-verbal behaviour, voice use, pacing and pausing affect communicative success
- Identify strategies to manage nervousness and audience attention
- Realize the kinds of questions you may get and determine ways of handling them
- Understand what makes for effective conference abstracts and presentation titles

Methods
Exercises, discussion, introspection, lecture, demonstration, peer feedback

Note: to be awarded the ECTS and certificate, you need to attend at least 5 of the 6 workshops fully and complete coursework before, during and after the course. There are no replacement tasks to make up for workshop time you've missed. You'll also need to give a final assessed presentation.

MANAGING FAILURE, STRESS, AND THE UNEXPECTED IN DOCTORAL RESEARCH

KEY COMPETENCIES

- Management skills
- Organization Skills
- Emotional Regulation
- Prevention
- Risks management

COURSE WORK

Pre-course work (3h): Reflection questionnaire + reading

Between sessions work (6h): Prepare a 5-slide presentation mapping your emotional triggers in research

Post-course work (3h): Self-evaluation grid on competencies acquired

Registration >

Course reference: 25-26SUM-FAIL

Facilitator: Dr Laurence Theunis

Dates: 9, 10 and 17 March 2026

Time: 9:30 AM to 1:00 PM for 9 & 10 March 2026 (online)
9:30 AM to 5:30 PM for 17 March (on site)

Target group: 2nd year doctoral candidates onwards

Location: Online & on-site (Belval Campus)

ECTS: 1

Total Workload: 26 hours
- Hybrid: 14h
- Pre-course work: 3h
- In-between session work: 6h
- Post-course work : 3h

DESCRIPTION

Failure, stress, and uncertainty are not just side effects of research — they are at its very core. Whether it's waiting for feedback, dealing with ambiguous results, or facing publication rejection, the doctoral journey is full of emotional and mental challenges.

This training helps PhD candidates reframe these inevitable difficulties as opportunities for personal and professional growth. Through a combination of self-awareness tools, emotional regulation strategies, and project and communication techniques, participants will build the skills they need to navigate setbacks with resilience and efficiency.

The course offers a blended format: two online half-days (theory & practice), and one in-person full-day (application, peer feedback, and coaching), along with individual preparatory and follow-up work.

By the end of the course, participants will be able to:
• Understand the key sources of stress during the doctoral journey, including failure, uncertainty, and prolonged waiting.

- Develop practical strategies for emotional regulation and everyday stress management.
- Strengthen resilience by transforming setbacks and uncertainty into learning opportunities.
- Apply Nonviolent Communication (NVC) to foster healthier, more effective professional relationships.
- Design a personalized action plan to support long-term well-being and professional growth.

Half-Day 1 (Online)

Module 1: Understanding Stress
- Introduction – What is stress?
- Understanding how stress operates at physical, emotional and cognitive levels
- Recognising early warning signs of stress in yourself and others
- Group reflection: common stressors in academic settings

Half-Day 2 (Online)

Module 2: Understanding the Emotional Landscape of Research
- Identifying situations causing emotional distress during the PhD journey
- Recognising the psychological impact of failure, delays and prolonged uncertainty
- Understanding impostor syndrome: symptoms, origins and impact on performance

Full Day (On-site)

Module 3: Managing Stress and Building Resilience
- Tools and techniques for emotional regulation (grounding, breathing, reframing)
- Applying Nonviolent Communication (NVC) to improve professional relationships and feedback culture
- Strategies to strengthen resilience and manage research-related stress in the long term
- Turning failure into learning: building a constructive perspective on setbacks
- Practical approaches to deal with waiting, unpredictability, and doubt
- Group exercises and role plays to apply communication and regulation techniques in real-life scenarios
- Closing activity: drafting a personal action plan for well-being and resilience

RESEARCH ARTICLE WRITING

KEY COMPETENCIES

- Writing skills
- Analytical thinking
- Feedback sharing

COURSE WORK

Pre-course work: Preparation for the first class session (released one week before through Moodle).

In-between workload:
a) Preparation for workshop sessions and submission of tasks (16 hours)
b) Writing and revising own texts (20 hours)
c) Peer review (8 hours)
d) Consultation and revision of text (4 hours)

Post-course work: Improved draft to be discussed in a one-on-one tutorial, booked through Book time with Mark Carver.

Course reference: 25-26SUM-RAW

Facilitator: Dr. Mark Carver

Dates: 11, 18 March, 15, 29 April, 13, 27 May 2026

Time: 10:45-13:15

Target group: This course is only for those who are currently writing a research article.

Location: Online

ECTS: 3

Total Workload: 77 hours
- Online: 15h
- Pre-course work : 6h
- In-between session work: 48h
- Post-course work: 8h

Registration >

DESCRIPTION

This course will improve your insight into the structural, stylistic and rhetorical features of research articles as well as the writing and publication process. It will also provide opportunities for writing, editing and reflecting on your research article.

This is not a language course (for academic language courses, consult the University of Luxembourg Language Centre site). This intensive course requires preparatory work every session and combines class sessions, research article writing, independent learning tasks, peer feedback and an individual consultation with the lecturer. Please see the schedule below.

RESEARCH ARTICLE WRITING

To get the 3 ECTS, you need to:
1) **complete all independent learning tasks**;
2) fully participate in at least four of the six workshops, submitting preparatory work for the three workshops where this is required;
3) submit part of a research article you're writing with reflection (two submissions);
4) provide peer feedback to at least two people from your assigned peer review group;
5) attend one individual writing consultation.

Learning outcomes are:
- Understanding the structural, stylistic and rhetorical features of academic writing in general and discipline-specific research articles in particular through engaging with course materials;
- Revising texts according to these principles and evaluate the process of revision;
- Using writing tools to investigate language use;
- Working collaboratively with peers both inside and outside the sessions to peer review and revise texts;
- Providing constructive feedback to course peers;
- Developing a clear understanding of the features of sections of research article, in general, and discipline-specific articles in particular;
- Engaging with and applying feedback from the one-to-one consultation;
- Asking questions about the publication process;
- Actively contributing to discussions during sessions to foster a positive and collaborative environment.

Application for the course:
Application for this course is generally on a 1st come, 1st served basis, though priority will be given to students in later years of the programme because those in earlier years will have opportunities to take this course in future years.
Applicants should be doctoral students with a complete research article which is either nearly ready for submission to a journal or has been returned by a journal for major revisions. Where the article is a collaboration, the student should be first author. Applications sent without a draft article will not be considered; you simply cannot engage with the course tasks without an article in progress.

To apply, send by March 3rd at the latest a brief note of interest confirming you meet the criteria above & specify your DS, discipline and current year of doctoral studies and can attend all of the scheduled sessions **along with your draft article** by email to Mark Carver mark.carver@ext.uni.lu. You can also direct any questions to Mark.

OPEN ACCESS AND DATA MANAGEMENT

New format!

KEY COMPETENCIES

- Research data management
- Data Management Plan
- FAIR data

COURSE WORK

First part
• 09h30-09h35: Welcome
• 09h35-10h00: Introduction to Open Access
• 10h00-10h30: The funder's view on OA
• 10h30-11:00: Open Data: Best practices, how to share data (before and after analysis)

Second part
• 14h00-14h15: Where to publish, how to use sherpa
• 14h15-14h45: Data Management Plans and best research practices: logbook, make data FAIR, data repositories
• 14h45-15h00: Brief introduction to the FAIR template
• 15h15-15h30: A FAIR example and discussion
• 15h30-16h00: Individual work
• 16h15-17h00: Time for Q/A and volunteers to present their work

Registration >

Course reference: 25-26SUM-DM

Lecturers: Inma Peral
Emma Schymanski Helena Korjonen
Vilem Ded
Tom Jakobs
Mael Guennou

***Dates & time:** 16th March 2026:
9.30-11.00
17th March 2026:
14.00-17.00
->Target group: all PhDs in **DSEFM, DSL & DSHSS**

***Dates & time:** 2nd Ferbuary 2026:
9.00-11.00
18th March 2026:
9.00-12.00
->Target group: all PhDs in **DSSE**, enroll here

Location: On-site (Belval)

ECTS: 0.5

Total Workload: 11.5 hours
- In person: 4.5h
- In-Between course work: 7h

DESCRIPTION

Open access publishing and open science are becoming more and more important to remove barriers to scientific results and to make results available to the scientific community.
In this course you will learn more, what we mean be open access and open data, why and how they help the scientific community and the public.
And you will learn how to practically make your papers and publications open access.

HAPPY DOCTORATE - BRINGING CARE TO YOUR WELLBEING & STRESS

KEY COMPETENCIES

- Wellbeing
- Time and focus management

COURSE WORK

Pre-course work (1h):
Reflect on your needs and intentions in taking part in this workshop series. This is essential, as it will allow us to better focus on our group's needs.

In-between session work (20h):
Exploring the different topics and practices in the context of one's life (at home and at work). Keeping a journal of personal observations and discoveries. We will learn together from our own practice and reflection. This is to be considered an essential part of your work and engagement in taking part in this course.

Post-course work (17h):
You are expected to find a specific perspective on one of the explored topics (or practices) and write a brief essay (between 5 and 6 pages, cover and references pages excluded), including some scientific evidence supporting your perspective; some personal reflections based on your practical experience during the course; some critical considerations of benefits and pitfalls of the investigated approach or practice.

Registration >

Course reference: 25-26SUM-HAPPY

Facilitator: Dr Maurizio Cortesi

Dates: 19 & 26 March,
02, 09, 16, 23 & 30 April 2026

Time: 19/03 (in-class): 14:00-17:00
26/03 (online): 17:15-18:15
02/04 (in-class): 15:00-17:00
09/04 (online): 16:30-17:30
16/04 (in-class): 15:00-17:00
23/04 (online): 16:30-17:30
30/04 (in-class): 14:00-17:00

Target group: 1st and 2nd year doctoral candidates have priority.
3rd year doctoral candidates are also accepted, should seats remain available.
If you already attended this training, please do not register.

Location: On-site (Belval) & online

ECTS: 2

Total Workload: 51 hours
- In person: 10h
- Online: 3h
- Pre-course work : 1h
- In-between session work: 20h
- Post-course work: 17h

HAPPY DOCTORATE - BRINGING CARE TO YOUR WELLBEING & STRESS

DESCRIPTION

Engaging in doctoral studies is a very exciting and attractive opportunity, one filled with novelty, curiosity, learning, and new encounters. Yet, it is one also filled with many challenges (such as deadlines, meetings, conferences, supervision, teaching activities, teamwork, etc.), change, professional and personal endeavors, and uncertainty.
For some candidates this time coincides with moving away from home to a new country, sometimes for the first time (or once more). Because of this, one can sometimes experience a sense of isolation and miss the support of family and friends. The experience can be filled with joys, discovery, motivation, pleasant and unpleasant moments, challenging interactions with one's supervisor(s), moments of self-doubt (or doubt in general): this can all be somehow new and impacting one's wellbeing physically, mentally, and emotionally.

During this journey together, we will meet every week over the course of almost 2 months, alternating between on-site sessions and online check-ins. We will explore perspectives and strategies that might help us integrate better ways to manage attention (and time), stress, and build resilience. We will invite experiential practices to investigate and familiarize **with attention dynamics and concentration; with stress reactivity and regulation; with our habitual patterns and our capacity for flexible and adaptive responses; and, with the ways we can build and cultivate resources for wellbeing over time** (as a preventive measure, as well as during a crisis; individually, as well as collectively).

The workshops series aims to be highly experiential (with some theoretical background information) and a broad overview of the proposed topics (each of which could require multiple weeks of exploration in itself). You will be invited to engage in the practices/exercises that will be offered during the sessions and in-between sessions for your own exploration and integration. The offered practices are well researched and there is supporting evidence of their potential benefits. Most will be inspired by: mindfulness-based programs (such as MBSR, MBT and MSC); resilience approaches; positive psychology and neuroscience; various approaches to attention, concentration, and habit formation.

As with every practice, it might be relevant to the person and his/her context in a specific time of life, or not; as with every practice, we get better over time and we don't master it right away, but only as much as we are willing to invest and try and integrate over time. We will learn from the discoveries and obstacles that we will experience during the sessions and while practicing at home. We will take time to reflect individually and to share in smaller groups as well as in the wider group.
We are not expected to be perfect, nor to become perfect: just bring in a sense of curiosity and engagement.

Important: due to the nature of the topics and of the exploration we will share, attendance to all sessions is expected and is to be envisioned as a valuable support for the wellbeing of the group and of each of the participants, honoring the individual and collective foundations of wellbeing and care. We are, after all and to begin with, individuals who are deeply embedded in groups and communities, and strongly dependent on social relations.

HAPPY DOCTORATE - BRINGING CARE TO YOUR WELLBEING & STRESS

- Knowing the basics of attention dynamics
- Integrating practices for attention and concentration
- Uncovering and developing some beneficial personal strategies for attention and time management
- Understanding the main theory of stress reactivity (the 3 Fs)
- Understanding how stress impacts the body-mind
- Knowing the difference between reactivity and responsiveness
- Integrating strategies for stress regulation
- Knowing the importance of building resources for resilience over time
- Integrating beneficial practices for resilience and wellbeing
- Honing awareness and reflection on one's own situation and needs
- Discovering and integrating adaptive and flexible approaches to one's wellbeing
- Appreciating the interacting between attention, resources, and stress and emotional experience
- Understanding ways individual and collective wellbeing impact each other

ASSERTIVENESS FOR RESEARCHERS

KEY COMPETENCIES

- Communication skills
- Assertiveness
- Self-management
- Conflict solving

COURSE WORK

Pre-course work:
Before the course, participants will be asked to draw a sociogram of their position in their academic environment as a PhD researcher.

Post-course work:
Between the two blocks of sessions of this course, participants will be asked to reflect (with analysis grids to guide them) their understanding of the scientific perimeter of their research project and their position in their scientific community(ies) or network(s).

Registration >

Course reference: 25-26SUM-AR

Facilitators: Dr. Aline Waltzing & Anna-Livia Morand

Dates: 25 & 26 March, 13, 16 & 20 April 2026

Time: 25/03 (in-class): 09:00-17:00
26/03 (in-class): 09:00-12:30
13/04 (online): 09-00-12:30
16/04 (online): 09:00-12:30
20/04 (online): 09:00-12:30

Target group: As of end of 1st year and 2nd year priority

Location: Hybrid: in-class (Belval) & online

ECTS: 1

Total Workload: 25 hours
- In person: 21h
- Pre-course work : 2h
- Post-course work: 2h

DESCRIPTION

Managing a PhD project and finding your place as a researcher in your community is one of the main challenges of a PhD researcher during the doctorate.

This workshop will first help you understand the rules and workings of the academic world to find your position and identity yourself inside it.

We will then spend most of the time discussing tools and methods for the management of a PhD project. The aim is indeed to support you in the acquisition of autonomy, taking more responsibility in your research project. You will analyze and test tools for project management and time management, methods for structuring your research (i.e., gaining hindsight for literature monitoring and writing). These tools giving you confidence in the management of your daily tasks, we will then address how you position yourself in your scientific field(s), network(s) and community(ies), how to clarify and defend your point of view, and how to deal with critical feedback in different situations.

ASSERTIVENESS FOR RESEARCHERS

A last part of the workshop will focus on doctoral skills and career development, providing tools to gain awareness of the skills you acquire during a PhD, methods for transferring them to other professional contexts and ideas about the panorama of careers PhDs engage in after their doctorate.

Methods: The workshop feeds on some theoretical background from the literature on academia and on PhD research, but will also consist of group discussions, different individual exercises and group work, as well as case studies provided by the course facilitator as well as the participants. Participants will get the presentation slides as well as a personal booklet with some resources and free space or analysis grids and tables for taking notes and doing the practical activities during the workshop.

- Conflict dynamics
- Flexible use of competitive and co-operative negotiation
- Conflict analysis with the Thomas Kilmann Conflict Mode Instrument
- Identifying with conflict partner
- Clashing personality types (Riemann) and communication styles leading to gender- and culture-related issues
- Dealing with "difficult people" and attacks
- Three methods how to respond to conflict depending on escalation degree
- Short- and long-term self-management
- Balancing assertiveness and friendliness - saying "No" successfully
- Listening, giving feedback and asking solution-oriented questions

INTRODUCTION TO ENTREPRENEURSHIP

KEY COMPETENCIES

- Entrepreneurship
- Creativity
- Innovation
- Problem-solving

COURSE WORK

Pre-course work:
watch related videos and use related brainstorming tools

Post-course work:
prepare final assignment

Registration >

Course reference: 25-26SUM-ENTR

Facilitator: University of Luxembourg Incubator with the support of external speakers

Dates: 01 & 02 April 2026

Time: 09:30-17:30

Target group: All doctoral candidates

Location: On-site (Belval)

ECTS: 2

Total Workload: 46 hours
- In person: 14h
- Post & Pre course work: 32h

DESCRIPTION

Introduction to entrepreneurship is an interactive course designed to spark researchers' innovation potential and launch their journey into entrepreneurship. Whether participants aim to cultivate an innovative mindset, nurture their entrepreneurial spirit, or gain a foundational understanding of entrepreneurship to thrive within any organization, this course provides the tools to develop curiosity and build the essential skills needed to succeed.

Teaching Methods
The course employs a dynamic blend of workshops, discussions, and problem-solving challenges tailored for researchers. Participants will also engage in self-directed activities using brainstorming tools to refine their ideation process.

Course Objectives
This two-day program offers a structured framework to:
- Professionalize research projects.
- Identify market needs, uncover opportunities, and evaluate the viability of ideas.
- Understand the FNR Jump funding instrument.
- Gain insights into the Partnership, Knowledge & Technology Transfer Office at the University of Luxembourg.
- Network with fellow researchers and collaborate with expert mentors.

Deliverables
By the end of the course, participants will create a report or slide deck that includes:
• Personal introduction.
• Project overview.
• Identified market needs.
• Proposed solutions.
• Feedback received.
• Next steps.
• Key lessons learned.

Programme
DAY 1 – 1st April 2026 (7 hours)
The first day will focus on inspiring participants, including the following:
- Inspiration session with researchers who turned into business founders
- Deconstruct your PhD and unlock potential
- Problem framing and need identification – the job to be done
- Icebreaking activity – solve one problem with multiple solutions
- Opportunity spotting workshop - opportunity statement

DAY 2 – 2nd April 2026 (7 hours)
The second day will focus on giving participants the space to share the identified need and related solution, brainstorming with expert mentors and fellow researchers (VMS, LBAL, etc.)
- Mentoring session and need/solution assessment
- Feedback question burst
- FNR Jump info session
- PakTTO info session
- Wrap up and evening cocktail with guests

SYSTEMATIC LITERATURE REVIEW

New course!

KEY COMPETENCIES

- Entrepreneurship
- Creativity
- Innovation
- Problem-solving

COURSE WORK

Pre-course work:
6-8 hours pre-reading on evidence-based practice and review types. 4-6 hours identification and refinement of own review topic and preliminary research question (would be advisable to start proposing a question with a mentor or supervisor).

In-between course work:
15 hours development of review protocol (selection of type of review; formulation of a research question using frameworks such as PICO, CIMO, PCC, PEO, etc.; setting inclusion/exclusion criteria).
15 hours: search strategy design and execution, reference management and screening practice, documentation of PRISMA (SCR) flow diagram.

Course reference: 25-26SUM-SLR

Facilitator: Dr Marko Orosnjak

Dates: 8, 9, 10, 24 April 2026

Time: 9:30-12:30
except for 08/04: 9:30-16:30

Target group: All doctoral candidates

Location: On-site (Kirchberg)

ECTS: 2

Total Workload: 60 hours
- In person: 15h
- Pre-course work : 15h
- In-between course work: 30h

Registration >

DESCRIPTION

This course introduces doctoral candidates to evidence-based research practice through the planning and execution of horizontal and vertical research review designs, as well as an understanding of primary, secondary, and tertiary research. Given that the course module covers secondary (review) and partially tertiary (umbrella) topics, candidates will learn to plan and execute systematic, scoping, and umbrella reviews. The module covers a complete review workflow, from formulating a precise and answerable research question to designing a transparent protocol, implementing a reproducible search strategy, and managing, analysing, and reporting the resulting evidence.

Participants will learn how to select among various review types (e.g., systematic reviews, scoping reviews, and other evidence synthesis approaches) that align with their research goals and disciplinary context. The course presents core question-formulation frameworks (e.g., PEO, PCC, PICO) and demonstrates how to operationalise them into eligibility criteria, search strings (using boolean

operators), and data extraction templates.

The module will introduce key reporting protocols (e.g., PRISMA and PRISMA-ScR) and discuss the role of their documents (e.g., JBI checklist). Participants will learn how to design and document search strategies across multiple index bases (e.g., Web of Science, SCOPUS) and grey literature sources (e.g., Google Scholar, OpenAlex), apply Boolean operators (AND, AND NOT, OR, *asterisks, etc.), truncation, and controlled search syntaxes, vocabularies and record search logs to ensure transparency and reproducibility of search results.

Lastly, the course will introduce a variety of tools and softwares, which the course will cover: Harzing's Publish or Perish for citation-based retrieval and metrics; Biblioshiny/Bibliometrix in R and VosViewer for bibliometric and science mapping analyses; reference managers (e.g., Mendeley or Zotero); and additional tools for screening and data management where appropriate. Throughout the course, participants will apply concepts directly to their own research topics and produce a draft review, along with a documented search and screening workflow, which can further develop into a full review and a scientific publication.

After successful completion, the participant will be able:

To gain conceptual and methodological understanding
- Distinguish between systematic reviews, scoping reviews, umbrella reviews, and other related evidence synthesis methods, and justify the choice of an appropriate review type for a given research objective.
- Explain the principles of evidence-based practice and their relevance for doctoral research in science and engineering and related fields.
- Critically appraise existing reviews with respect to transparency, reproducibility, risk of bias and reporting quality.

Research questions and protocols
- Formulate clear, structured review questions using question formulation logic (e.g., PICO, CIMO).
- Translate research (review) questions into inclusion/exclusion criteria, outcome measures, and key concepts for search strategy design.
- Develop a structured review protocol (e.g., for systematic or scoping review) aligned with PRISMA (or PRISMA-ScR) and other relevant methodological guidance.

Search strategy and information retrieval
- Design multi-database search strategies using Boolean logic, truncation, proximity operators, and controlled vocabularies (e.g., MeSH or domain-specific thesauri).
- Implement and document search strategies across bibliographic databases/indexbases (e.g., Web of Science, SCOPUS, PubMed, domain-specific index- or databases) and select grey literature sources (e.g., Scholar, OpenAlex, Dimensions.ai).
- Use software-specific tools for article retrieval (e.g., Harzing's Publish or Perish software) to analyse and use articles' metadata and to complement topic searches using citation tracking.

Screening, data management and control
- Manage references and full texts efficiently using a reference manager such as Mendeley (or equivalent software).
- Conduct and document study screening (title/abstract, and full text) according to predefined eligibility criteria.
- Design basic data extraction templates and understand the role of quality assessment/risk-of-bias tools for different study designs.

Analysis, bibliometrics and reporting
- Conduct fundamental bibliometric and science-mapping analyses using Bibliometrix/Biblioshiny in R or VosViewer (e.g., co-citation, co-authorship, keyword co-occurrence, thematic evolution).
- Produce a PRISMA or PRISMA-ScR flow diagram and a transparent methods section describing search, screening and selection processes.
- Synthesise and report findings in a structured way (e.g., narrative synthesis, evidence tables, mapping of research themes and gaps) consistent with recognised reporting standards.

Transferable skills
- Plan and execute a transparent, reproducible evidence synthesis project from research question formulation to reporting.
- Critically reflect on the limitations, biases, and ethical issues of different review approaches.
- Integrate systematic evidence into their doctoral projects and future research proposals.

To obtain validation (ECTS), the participant must:
1. Attend and participate:
a. Contribute to in-class exercises and demonstrate the ability to perform transparent and replicable search.
b. Utilise PRISMA data workflow and reporting checklist, including retrieval of studies through screening, inclusion/exclusion and selection.
2. Submit an individual written assignment (approx. 4-6 pages) that includes:
a. Selection and justification of review type (e.g., scoping, systematic, umbrella review) for their own topic.
b. A clearly formulated review question using an appropriate framework (e.g., PICO, CIMO, PCC).
c. Preliminary eligibility criteria (inclusion, exclusion).
d. At least one fully documented index base (database) search strategy, including search strings.
e. Draft PRISMA (or PRISMA-ScR) flow diagram (based on a pilot search and screening exercise).
3. Short presentation (optional but not required):
a. Provide a brief (5-7 minutes) presentation of their review idea and protocol during the follow-up session for peer and instructor feedback.

Validation will be granted if the participant demonstrates an adequate understanding of the review methodology, a coherent alignment between the research question, review type, and search strategy, and assures the transparency and replicability of the search strategy.

SYSTEMATIC LITERATURE REVIEW

Admission criteria
Priority for PhD candidates who plan to conduct a systematic, scoping or umbrella review as a part of their doctoral project or as a standalone publication with their supervisor. Basic familiarity with empirical research methods in their own discipline. Willingness to work on their own review topic throughout the course. Participants should bring their laptops to all sessions and be able to install and use the following tools: R and RStudio (for Bibliometrix/Biblioshiny), Harzing's Publish or Perish software, and a reference manager (e.g., Mendeley or Zotero), or other tools of their choice.

The course is open to all doctoral candidates from all disciplines. Examples and case studies will primarily focus on science and engineering, but the concepts will be transferable to all other fields.

DEVELOPING YOUR TEACHING SKILLS

KEY COMPETENCIES

- Teaching skills
- Give constructive feedback

COURSE WORK

Pre-course work (3h):
Preliminary reading: ABC of learning and teaching in medicine - Applying educational theory in practice. David M Kaufman
British Journal of Medicine 326 (2003) pp. 213-216

Available in due time on Moodle course page.
1. Bring to the first session a teaching plan for a session that you have taught recently. This should include:
- indication of how you managed the time within the session
- what you actually did in the session with the students
- topic(s) covered
Please be prepared to share and discuss your plan with other students in the class.

In-between session work (3h):
Prepare a 10-minute micro-teaching session in your subject area with supporting visual aids as necessary.
Identify the aims of the session and the intended learning outcome(s).

Course reference: 25-26SUM-TEAB

Facilitator: Dr. Susan Dunn

Dates: 14 & 15 April 2026

Time: 14 April 2026: 09:30-13:00
15 April 2026: 09:30-17:00

Target group: Minimum of 3 hours teaching is required

Location: On-site (Belval)

ECTS: 1

Total Workload: 22 hours
- In person: 10h
- Pre-course work : 3h
- In-between session work: 3h
- Post-course work: 6h

Registration >

Post-course work (6h):
1.Draw on your experiences of Developing your teaching skills to identify one to two teaching and learning strategies that you currently use in your teaching and consider which learning theories you are employing with the selected strategies. Reflect on your experiences on teaching and identify two or three ways in which you can make your teaching more effective. (300-500 words)

2. Prepare a teaching plan for a session that you might have to teach in the near future. Using the template on Moodle for your response
(a) Give details of a specific session.

(b) Identify the intended learning outcomes.
(c) Plan the activities and indicate how much time you will need for each activity.
(d) Explain the rationale for your choice of activities and how you will accommodate students with diverse learning backgrounds
(e) Consider how you will evaluate the effectiveness of your session
(1000 words)

DESCRIPTION

Are you a doctoral student doing some teaching for the first time? These workshops are designed to help develop your understanding of teaching and learning in order to become a more effective teacher. We will draw on your current experiences of teaching, introduce some current pedagogic theories and consider how to best plan and deliver teaching sessions in your subject area. We then move on to look at some strategies for classroom activities and explore challenges that may arise.

The sessions will provide participants with the opportunity to share their experiences of teaching and develop good practice supported by the workshop leader.

- Distinguish between teaching and learning
- Outline some theories about learning and describe some factors that need to be considered when planning a teaching session
- Employ teaching strategies underpinned by established good pedagogic practice.
- Give and receive feedback on teaching skills
- Develop activities to encourage active learning
- Devise some strategies helpful for students with diverse needs, expectations and experience of learning & study

HOW TO THINK AND PLAN FOR ACADEMIC CAREER

KEY COMPETENCIES

- Critically analyze job market and job description
- Understand job applications and CVs as specific genre of text
- Plan for academic and professional career development
- Give and receive constructive feedback
- Work effectively in interdisciplinary teams

The course also aims to create an interdisciplinary network of future academics and professionals who can support each other beyond the course.

Registration >

Course reference: 25-26SUM-AC

Facilitators: Dr. Inês CRISOSTOMO & Dr. Ingrid De SAINT-GEORGES

Dates: 15 April, 8 & 17 June 2026

Time: 15 April: 14:30 - 17:30 (in-class)
8 June: 14:00 - 17:15 (online)
17 June: 14:00 - 17:15 (in-class)

Target group: All doctoral candidates

Location: Hybrid: on-site (Belval Campus) and online

ECTS: 1

Total Workload: 23.5 hours
- In person: 9.5 h
- Pre-course work : 4h
- In-between session work: 6h
- Post-course work: 4h

DESCRIPTION

If you are enjoying your doctoral journey, you might consider turning research and teaching into your profession in the future. However, you may not be entirely clear about what the academic job market looks like, the steps to transition from a doctoral student to a more stable academic role, or how to secure your next position.
This workshop aims to enhance your knowledge of academic pathways, providing you with concrete tools to plan the next steps in your academic career. More broadly, the course will teach you how to navigate professional fields and empower you to think strategically about your future professional development.
Organized into three sessions of hands-on workshops alternating with independent work, the course will combine input from instructors, various techniques for information gathering, analysis and observation, and peer discussions to explore different dimensions of career management and planning.
As instructors, we will draw on our extensive experience as academic advisors, researchers, and mentors to support your professional development through guided steps and reflections. The workshop is open to early-career PhD researchers who want to plan their journey ahead, as well as those who simply want to explore academia as a potential career path.

CRITICAL THINKING

KEY COMPETENCIES

- Ability to draw deductively valid conclusions
- Analyze arguments
- Hypothesis testing, likelihood and uncertainties
- Making decisions and approaching problem solving

COURSE WORK

At the end of the course, the participants are asked to get familiar with the course readings, to think about how to develop their own critical thinking toolkit applicable to their research. They have to write up this toolkit in the form of a step-by-step protocol and demonstrate the efficiency of this toolkit using their own research as a case.

Registration >

Course reference: 25-26SUM-CRIT

Facilitator: Dr. Mila Marinova

Dates: 22, 23, 29 & 30 April 2026

Time: 22 April 2026: 9:30-13.00
23 April 2026: 9:30-13.00
29 April 2026: 14.00-17:30
30 April 2026: 9:30-13:00

Target group: All doctoral candidates

Location: On-site (Belval)

ECTS: 1

Total Workload: 25 hours
- In person: 14h
- Post-course work: 11h

DESCRIPTION

This course is designed for junior researchers who wish to enhance their critical thinking skills, valuable both in their professional careers and daily life. It covers fundamental principles of critical thinking, including logic, inductive and deductive reasoning, and argumentation theory. The course also adopts a practical and research-focused approach, guiding participants in critically evaluating research methods and assessing the strength of scientific evidence. This includes understanding how evidence is presented and identifying persuasion strategies. The ultimate goal is for doctoral students to develop a comprehensive understanding of what critical thinking consists of and come up with their own toolkit that can be applied in their research practice.

Throughout the course, critical thinking is presented as a transferable skill. Participants will engage with various case studies across the scientific spectrum, testing their critical thinking abilities across different domains. Additionally, the course emphasizes cultivating a mindset conducive to critical thinking, introducing participants to psychological dispositions such as analyticity, systematicity, open-mindedness, truth-seeking, and maturity.

EVERYTHING YOU WANTED TO KNOW ABOUT YOUR PHD (BUT NEVER DARED TO ASK)

New course!

KEY COMPETENCIES

- Time and priority management
- Communication skills

Registration >

Course reference: 25-26SUM-WK

Facilitator: Dr. Jordi Cabot

Date: 28 April 2026

Time: 10:00 - 12:00

Target group: All doctoral candidates

Location: On-site (Belval)

ECTS: N/A

Total Workload: 2 hours
- In person: 2h

DESCRIPTION

A PhD is not just a research project. It's a deep dive into the messy, unpredictable, and sometimes absurd reality of academic life. Doing good science is hard enough, but many PhDs become unnecessarily painful (or go off track) for reasons that have little to do with science itself: unclear expectations, supervisor misalignment, politics, publication and authorship traps, perfectionism, isolation, and burnout.

In this 2-hour workshop, I will distill some of the hard lessons learned over 20+ years of research experience across different roles and institutions with a clear goal: to shorten your learning curve, so you spend more time making real and enjoyable progress. The formal will be highly interactive with a discussion centered around a selection of takeaways on your main topics of interest.

FINDING YOUR VOICE. SKILLS FOR A SUCCESSFUL DEFENSE

KEY COMPETENCIES

- Public speaking skills
- Communication skills
- Self-awareness
- Stress management

COURSE WORK

1. Please read the following article critically: Lantsoght, Eva O. L. "Effectiveness of Doctoral Defense Preparation Methods." Education sciences 12.7 (2022), online: https://www.mdpi.com/1717836.
Choose one of the presented methods and take notes on the key findings related to the chosen method. Bring the notes with you by **22 April 2026.**

2. Attend a doctoral defense before **22 April 2026** (disputation) at the University of Luxembourg, preferably at your faculty, and address the following questions in a short essay:
- How was the topic presented?
- How did the doctoral candidate respond to questions and criticisms from the examination committee?
- Were there any particularly controversial or interesting discussions?
- How was the presentation structured?
- Were visual or other aids used, and were they helpful?

Submit the essay of approximately 500 words to ruth.reicher@uni.lu and claire.thill@gmail.com by the deadline indicated on Moodle.
Under uni.lu/events, you can find information on upcoming PhD defenses.

Additional workload will be announced during the course.

Course reference: 25-26SUM-DEF

Facilitators: Dr. Ruth Reicher & Ms. Claire Thill

Dates: 22 & 28 April, 12 & 13 May 2026

Time: 14:00-17:00

Target group: 3rd or 4th year doctoral candidates defending within 6 months

Location: On-site (Belval)

ECTS: 1

Total Workload: 25 hours
- In person: 12h
- Pre-course work: 13h

Registration >

FINDING YOUR VOICE. SKILLS FOR A SUCCESSFUL DEFENSE

DESCRIPTION

[...] the doctoral defense is an important step towards obtaining doctoral degree. Because the doctoral defense is often considered the culmination of years of work, but at the same time shrouded in mystery, studies of the defense itself, as well as how doctoral candidates prepare for it, are necessary. (Lantsoght 2022: 1)

This course prepares doctoral candidates for their thesis defense in a hands-on and unconventional way. By stepping out of their comfort zone, participants strengthen their presence, refine body language and voice, and practice to present adequately and to interact with the committee with confidence and professionalism. Practical exercises inspired by stage performance foster body awareness, rhetorical precision, and composure. Drawing on the combined expertise of a scholar who has defended a dissertation at the University of Luxembourg and an actress experienced in live performance, the course offers a unique blend of academic rigor and creative practice and provides a unique opportunity for doctoral candidates to learn, practice, and get feedback on their speaking skills in person.

The course will be delivered by a trained actress and a research associate in a small group setting. As a participant you will work on the practical skills necessary to become a more confident, connected, and compelling presenter in the academic context of your thesis presentation. The course instructors will lead you through a series of creative exercises and introduce you to various public speaking tools. Participants are expected to actively engage in all exercises, even if this pushes them beyond their comfort zone. Working together as a team, skills are developed step by step, with presence and engagement being essential.

General information on the defense / useful knowledge:
- understand the defense format theoretically
- obtain knowledge of the framework and its possibilities
- focus on elements the doctoral candidate can manage and prepare for the defense (this includes everything from organizing your presentation materials to anticipating potential questions and rehearsing responses)

Practical implementation options:
- learn how to manage your nerves through acting techniques and breathing exercises
- learn different voice techniques to create clarity and impact
- develop spatial awareness and techniques of how to read a room
- develop awareness of non-verbal communication, body language
- explore practical tips on audience engagement and ensuring your key messages land
- learn public speaking and communication skills through exercises as well as by watching and analysing examples
- analysis of how to convey a message and how it is received, how to create a dialogue with your audience
- learn different improvisation techniques and how to be creative on the spot

LEADERSHIP SKILLS

KEY COMPETENCIES

- Leadership skills

COURSE WORK

Pre-course work (7h):
Participants are asked to read:
• Kendrick T (2012) Results Without Authority: Controlling a Project When the Team Doesn't Report to You. 2nd ed. American Management Association (AMACOM), New York, Chapter 3 pp.35-68
• Edmondson AC (2019) The Fearless Organization. Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth. Wiley & Sons, Hoboken NJ. Chapter 7.
• Dweck CS (2016) Growth Mindset: The New Psychology of Success. Updated Edition, Ballantine, New York.

Please watch: https://www.youtube.com/watch?v=n3sEybeRzZI
Please take a test online (preferably with a dummy email address) high5test.com and bring the results to the workshop

Post course work (4h):
After the course you will have to write a reflecting essay on learnings and theories: *What kind of leader do I wish to become?*

Course reference: 25-26SUM-LEAD

Facilitator: Ms. Monika Palacios Gallo

Dates: 06 & 07 May 2026

Time: 9:00-17:00

Target group: All doctoral candidates

Location: Online

ECTS: 1

Total Workload: 25 hours
- Online: 14h
- Pre-course work : 7h
- Post-course work: 4h

Registration >

DESCRIPTION

Are you thinking about pursuing a leadership role? 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 effective task management. And last but not least on your attitude, self-confidence (!) and ability to build trust, integrate and get every team member aboard.

LEADERSHIP SKILLS

In this workshop you will reflect on your own role, attitude 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 relevant leadership models and instruments to be considered. You will get to know basic aspects of team dynamics and useful meeting structures, also for hybrid teams.

Task management activities will be complimented by useful tools for leading yourself. Furthermore, we will discuss elements of motivating leadership and how to build trust and encourage teams towards the realization of goals.

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.

- Leadership models (transformational vs. transactional, situational and collaborative leadership)
- Psychological safety
- High performance teams
- Gains and losses coming with a leadership position
- Lead yourself: plan and prioritize
- Motivate yourself and others, psychological safety
- Leadership attitude, growth mindset and leadership communication
- Deal with emotions
- Unify diverse teams, integrate different personalities and interests
- Build trust
- Start a leadership position: no-gos and blunders
- Repertoire of self-reflection questions

GOOD SCIENTIFIC PRACTICE
Basic Principles of Research Integrity

KEY COMPETENCIES

- Knowing key concepts, principles, norms, values of research integrity, as well as enhanced capacity to act in accordance with them.
- Identifying and preventing research misconduct and unacceptable research practice.
- Working in accordance with key principles, norms, and values of research integrity.
- Managing research integrity conflicts and dilemmas, as well as competently handling research misconduct and unacceptable research practices in case they occur.

COURSE WORK

Pre-course work (1h):
The participants will be asked to watch the movie «On being a scientist» and read the European Code of Conduct for Research Integrity.

Post-course work (10h):
Participants will be asked to write an essay on what measures they intend to take during their PhD to ensure that they conduct research with integrity.

Course reference: 25-26SUM-GSP1

Facilitator: Mr. Tom Lindemann

Dates: 11, 12 & 13 May 2026

Time: 9:30-15:30

Target group: All doctoral candidates

Location: Hybrid: On-site (Belval) & online

ECTS: 1

Total Workload: 26 hours
- In person: 15h
- Pre-course work : 1h
- Post-course work: 10h

Registration >

DESCRIPTION

The main objective of the workshop "Good Scientific Practice" is to enable participants to understand, reflect on, and apply the basic principles, norms, and values of research integrity as codified in pertinent local, national, and international regulations and guidelines, especially the European Code of Conduct for Research Integrity. The participants will explore the differences and grey areas between good research practice, unacceptable research practice, and research misconduct. They will learn how unacceptable research practices and research misconduct can be recognized and prevented, how it should be addressed and dealt with in case it occurs, and what damage it can cause if it is handled improperly. The participants will learn to develop and apply measures and tools for safeguarding their personal research integrity, managing conflicts and dilemmas, and will be encouraged to discuss structural problems in the research environment and research system more broadly that may pose challenges to acting with integrity.

GOOD SCIENTIFIC PRACTICE
Basic Principles of Research Integrity

Participants will be asked to complete short individual exercises prior to the course and a written homework assignment after the course. Moreover, it is recommended (albeit not mandatory) that participants complete a series of short online courses on various aspects of research integrity available on the Embassy of Good Science.

The workshop builds on curricula and materials developed by several EU-funded projects on research integrity, especially VIRT2UE, Path2Integrity, and ROSiE. The key normative guidance document that will be referenced throughout the course is the European Code of Conduct for Research Integrity, and the course will focus on the good practices as well as the types of research misconduct and unacceptable research practices described therein. Whenever and to the greatest extent possible, the workshop will focus on challenges and dilemmas the participants have already encountered or are likely to encounter in their own research to enhance their capacity to act with integrity and competently navigate difficult situations.

The workshop encourages the active involvement of the participants and features the following didactical and pedagogical elements: case studies, small group discussions, plenary discussions, individual reflective exercises

BOOST YOUR CAREER

Career Bootcamp for PhDs & Postdocs: From Research to Industry

New format!

KEY COMPETENCIES

- Career management
- Anticipation
- Self-development
- Valorisation
- Progress monitoring
- Take responsibility
- Deal with feedback
- Become aware of your doctoral skills and their transferability

COURSE WORK

Pre-course work (3h): literature reading

In-between session work (8h): During an intersession period of about a month, the participants will conduct a professional survey, finalize analysis grids, tests, and introspection, select a job offer or company of interest, and prepare a customized CV and cover letter.

Post-course work (8h): optimizing your CV + linkedin profile according your career plan(s) and conducting a follow-up table.

Course reference: 25-26SUM-CAR

Facilitator: Dr. Laurence Theunis

Dates: 18, 20 & 21 May 2026

Time: 09:30-17:30

Target group: 3rd year doctoral candidates & postdocs

Location: On-site (Belval)

ECTS: 2

Total Workload: 40 hours
- In person: 21h
- Pre-course work: 3h
- In-between session work: 8h
- Post-course work: 8h

Registration >

DESCRIPTION

Propel your professional transition with this 3-day intensive laboratory for career success. Designed specifically for doctoral candidates and researchers, this bootcamp bridges the gap between high-level academic expertise and the specific demands of the global 2026 labour market. Participants will move beyond theory into high-speed execution, using LLM-assisted workflows to translate complex research skills into high-impact business language.
Over three interactive days, you will build a Career Fit Matrix to identify high-potential roles, master the art of strategic networking through informational interviews, and optimise your digital presence on LinkedIn. The programme culminates in a hands-on application clinic where you will decode job descriptions, pass ATS (Applicant Tracking System) filters, and refine your STAR-based interview stories through live mock simulations. You won't just learn about the job market; you will actively build your professional toolkit—leaving with a tailored CV, a validated 30-day action plan, and the confidence to pitch your value to any recruiter. Transition from «academic specialist» to «high-value candidate» in a setting that prioritises peer feedback, recruiter insights, and responsible AI integration.

EMPOWERING YOUR DOCTORATE JOURNEY AND BUILDING A STRATEGIC NETWORK

KEY COMPETENCIES

- Career management & planning
- Anticipation
- Self-development
- Progress monitoring
- Becoming aware of one's doctoral skills and their transferability
- Networking

COURSE WORK

Pre course work (2h): Literature reading

In-between session (7h): During the intersessional period, doctoral candidates will gradually complete their skills portfolio. The aim is for them to be able to develop a continuous analysis approach for the whole of their Ph.D. The trainer will remain available to answer their questions and provide regular encouragement.

Registration >

Course reference: 25-26SUM-NET

Facilitator: Dr. Laurence Theunis

Dates: 19 May, 18 & 19 June 2026

Time: 19 May 2026: 09:30-17:30, on-site
18 & 19 June 2026: 09:30-13:00, online

Target group: All doctoral candidates

Location: Hybrid: On-site (Belval) & online

ECTS: 1

Total Workload: 23 hours
- Hybrid: 14h
- Pre-course work: 2h
- In-between session work: 7h

DESCRIPTION

Day 1: Follow Your Rise in Skills Throughout the Doctorate with a Portfolio

Morning Session: Presentation of the Learning Portfolio and Skills
- Introduction to the skills portfolio tool (DEA, internal tool).
- Knowing how to take advantage of the learning portfolio and skills for career development.
- Theoretical and methodological contributions on skills.
- Exploration of the Experience Analysis Grid, introspection tools, and the Skills Repository.

Afternoon Session: Adopting a Proactive Role in Your Doctoral Training
- Define priorities in terms of skills, aspirations, and motivations.
- Position yourself about «what I am,» «what I can do,» and «what I want to do.»
- Explore different types of skills acquisition during the doctorate, including training through research and additional training.
- During the intersessional period, doctoral candidates will gradually complete their skills portfolio. The

aim is for them to be able to develop a continuous analysis approach for the whole of their Ph.D. The trainer will remain available to answer their questions and provide regular encouragement.

Day 2: Build and Activate Your Network for Career Success

- Discovering the Network Approach.
- Define the network approach and identify different types of networks.
- Discover networks linked to science and research.
- Learn tools, rules, and best practices for network utilization.
- Identify and develop your existing network, building a contact database.

Day 3: Understanding the Role of the Network in career planning.

- Identify the facilitating power of the network.
- Use the network in constructing your career path(s)(business survey).
- Mobilize your network to learn about the job market.
- Access professional opportunities and the hidden job market.
-Practice introducing yourself to new network contacts.

Outcomes for Participants:
- Comprehensive understanding of skills development and career trajectory during the doctorate.
- Construction and effective use of a personal learning portfolio.
- Proactive approach to career planning, skill enhancement, and network utilization.
- Increased awareness of the facilitating power of networks in job searching.
- Practical tools for networking, including elevator pitch techniques and contact segmentation.

Methods
Interactive training; illustrated by concrete examples, advice; Practical exercises, theoretical presentations, portfolio analysis (using your internal tool DEA), and interactive discussions.

SCIENTIFIC DOCUMENT CREATION USING LATEX

New course!

KEY COMPETENCIES

- LaTeX
- Bibliography

COURSE WORK

Post-course work (6h):
Produce 1 LaTeX document, e.g.:
• prepare your complete CV, including professional experience, teaching activities and publications in LaTeX
• transform a Word-based article to LaTeX (submit both versions!)
• prepare a LaTeX-based presentation of your latest experiment

Submit all assets necessary to compile your project (.tex files, assets like images, ...)

Also include a reflection (+/- 300 words) on how LaTeX helped realize this document and what aspects were easier or more difficult compared to Word, PowerPoint or alike.

Course reference: 25-26SUM-LATEX

Facilitator: Dr. Christian Grévisse

Date: 22 May 2026

Time: 9:30-16:30

Target group: All doctoral candidates

Location: On-site (Belval)

ECTS: 0.5

Total Workload: 12 hours
- In person: 6h
- Post-course work: 6h

Registration >

DESCRIPTION

LaTeX is a powerful and widely used system for creating professional academic documents across all disciplines. Unlike standard word processors, LaTeX excels at organizing complex structures, maintaining consistent formatting, and managing bibliographies, references, and figures. Its versatility makes it valuable not only in science and engineering but also in the humanities, law, education, and economics, as clear, consistent presentation and publisher-specific formatting are essential throughout all scientific domains. Learning LaTeX equips doctoral students with a transferable skill for producing articles, theses, conference presentations or teaching materials at the highest standard of quality and reproducibility.

SCIENTIFIC DOCUMENT CREATION USING LATEX

The goal of this course is to give doctoral students a head start into the use of LaTeX for their scientific productions. The content of this course includes:
- basic typesetting
- graphics & multimedia
- mathematics, code (depending on the attendees' domains)
- publisher templates & bibliography
- special packages (presentations, exams, CV, thesis)

After completing this course, doctoral students will be able to:
- autonomously create scientific productions in LaTeX based on existing templates
- apply best practices related to document creation
- search for and use additional packages specific to their domain

COMMUNICATION SKILLS

KEY COMPETENCIES

- Communication skills
- Self-development& confidence

COURSE WORK

Pre-course work (10h):
Pre-reading (5h): course material available on Moodle in due time
Preparation for course (5h): answer questions (asked two weeks prior to workshop), submit case scenario(s)(one week prior to workshop)

Registration >

Course reference: 25-26SUM-COMM

Facilitators: Ms. Martina Peskoller-Fuchs & Dr. Brent Epperson

Dates: 28 & 29 May 2026

Time: 9:30-17:30

Target group: All doctoral candidates

Location: On-site (Belval)

ECTS: 1

Total Workload: 24 hours
- Pre-course work: 10h
- In person: 14h

DESCRIPTION

Communication skills are central to doctoral success, shaping how you collaborate with supervisors and colleagues, present your research, teach, and navigate academic debates. This workshop links communication theory with practical exercises to help you manage interpersonal dynamics, clarify misunderstandings, and foster authentic, goal-oriented dialogue.

Methods:
- Interactive exercices
- Peer-to-peer exchange
- Role-play with doctoral scenarios
- Reflection
- Short trainer inputs connecting theory to practice

Learning focus:

- Foundations: Watzlawick's Five Axioms, Berne's Transactional Analysis, Schulz von Thun's Four-Ears Model.
- Understanding & meaning: recognising biases, clarifying, building shared understanding.
- Listening: active and empathic listening; looping and reframing.
- Conflict skills: BIFF technique, structuring dialogue to prevent escalation, DESC Model (Describe-

Express-Specify-Consequences) – for assertive communication and giving feedback.
- Feedback: Nonviolent Communication (Rosenberg) and the AIR model (Action–Impact–Request) / DESC Model (Describe–Express–Specify–Consequences) – for assertive communication and giving constructive feedback.
- Questioning skills – Using questions strategically to shift from "problem-solving" to strengths-based dialogue, useful in supervision or collaboration.
- Diversity: adjusting across disciplines, languages, hierarchies, and cultural/gender dynamics.
- Boundaries: techniques for saying "No" while preserving relationships.
- Solution-orientation: moving from problems to possibilities, asking forward-looking questions.

By the end of this workshop, participants will:

- Understand key communication models and apply them in real-life conversations.
- Develop listening, feedback, and empathic communication skills.
- Take away applicable tools for more effective workplace communication
- Strengthen both academic and professional relationships by practicing authentic, clear, and goal-focused communication.
- Recognise your own communication patterns and barriers.
- Strengthen strategies for difficult conversations and feedback.
- Build confidence for milestones such as conferences, co-authoring, and dissertation defence.
- Gain a toolkit of practical methods for clearer, more authentic communication.

GRANT WRITING

KEY COMPETENCIES

- Writing skills
- Self-presenting skills

COURSE WORK

Pre-course work will be to find a grant you can imagine applying for/ use as a case study during the course.
Between the live webinar, the participants are expected to conduct exercises and homework. This will take about 2 hours per day.

Registration >

Course reference: 25-26SUM-GRANT

Facilitator: Dr. Karin Bodewits

Dates: 2, 3, 4 & 5 June 2026

Time: 9:00-11:30

Target group: All doctoral candidates

Location: Online

ECTS: 1

Total Workload: 22 hours
- Online: 10h
- Pre-course work : 4h
- In-between session work: 8h

DESCRIPTION

Scholarships, travel grants, and fellowships are more than just academic support—they're your ticket to success in any field. Whether you're aiming for academia, industry, or NGOs, securing funding is highly valued everywhere.

Starting early with smaller grant proposals builds confidence, sharpens your proposal skills, and boosts your chances of landing more prominent, prestigious awards later (see this article). Beyond the financial benefits, winning grants gives you the freedom to direct your research and explore projects you're passionate about, offering a level of career autonomy many PhD students don't realise is possible.

During the Grant writing workshop for early career researchers, you will get a head start on your funding journey. Gain the skills and insights to navigate the fierce competition and write successful grants!

Programme:

What types of grants are there?
• Define your purpose and aim
• Find suitable grants for your project

GRANT WRITING

The process of grant writing
- Who will read your application and what´s in it for them
- Describe your project in a coherent and engaging way
- Use AI for grant writing

Grant and project proposals for...
Scholarships
- External research stays
- Side projects
- Conference visits
- Advanced training

Self-presentation skills
- Short CV
- Motivation letter
- Online profile
- Pitch your project to funding bodies

MANAGING YOUR RELATIONSHIP WITH YOUR THESIS DIRECTOR

KEY COMPETENCIES

- Communication
- Problem solving

COURSE WORK

Pre-course work (2h):
Participants are asked to reflect on the relationship they have with their thesis director. It can be done in form of a SWOT-analysis.

Post-course work (4h):
Participants are asked to apply the strategies and methods from the course. After four 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.

Registration >

Course reference: 25-26SUM-REL

Facilitator: Dr. Stephanie Hann

Dates: 09, 10, 11 & 12 June 2026

Time: 9.00-13.00

Target group: 1st and 2nd year doctoral candidates only

Location: Online

ECTS: 1

Total Workload: 22 hours
- Online: 16h
- Pre-course work : 2h
- Post-course work: 4h

DESCRIPTION

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.

The aim of this workshop is to ensure that Candidates do all that they can to ensure the supervisory relationship is both positive and productive.

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.

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.

MANAGING YOUR RELATIONSHIP WITH YOUR THESIS DIRECTOR

Methods: 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.

- Expectations of Supervisors
- Expectations of Doctoral Candidates
- Possible challenges
- Successful meetings
- Handling of feedback

HANDLING CHALLENGING SITUATIONS FOR WOMEN IN SCIENCE

KEY COMPETENCIES

- Conflict resolution
- Self-management
- Communication

COURSE WORK

Pre course work (6h):
Participants are asked to read Chapter 1 or 2 of the book Crucial Confrontations
(2005) Patterson K, Grenny J, McMillan R, Switzler A (2005) Crucial Confrontations.
Tools for Resolving Broken Promises, Violated Expectations, and Bad Behavior.
McGraw-Hill, New York.
+ to fill out the questionnaire (to be found on Moodle in due time).
Opportunity for max 4 participants to submit a case description (you will receive a template)

Post course work (4h):
Review handout, write a self-reflexion paper (one-pager) focusing on personal learnings and selecting two tools to be practiced.

Course reference: 25-26SUM-WIS

Facilitator: Ms. Monika Palacios Gallo

Dates: 16 & 17 June 2026

Time: 09:30-17:30

Target group: Female doctoral candidates

Location: On-site (Belval)

ECTS: 1

Total Workload: 24 hours
- In person: 14h
- Pre-course work : 6h
- Post-course work: 4h

Registration >

DESCRIPTION

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!

Unresolved conflict can paralyze cooperation within projects and departments, as well as poison the atmosphere in the workplace. This is especially true if conflict continues to rumble on in the background or for long periods. In academia the "games" tend to be more sophisticated yet, the patterns remain the same. No matter whether it is about conflicting goals or strategies or it can be attributed to clashing personalities or gender- related communication styles and behavior: ignoring it is often not the best option.

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.

Methods
Trainer input, individual self-reflection exercises, group exercises via breakout sessions, case studies, mentimeter polls, plenum discussions, video clips, feedback.

Note:
Participants are encouraged to bring their own cases for case work and group feedback.
- Conflict dynamics
- Conflict analysis with the Thomas Kilmann Conflict Mode Instrument
- Flexible use of competitive and co-operative negotiation
- Clashing personality types (Riemann, Satir) and communication styles leading to gender- and culture-related issues
- Identifying with conflict partner
- Three methods how to respond to conflict depending on escalation degree
- Listening, giving feedback and asking solution-oriented questions
- Quick responses to high-conflict people: BIFF
- Short- and long-term self-management
- Dealing with "difficult people" and attacks
- Balancing assertiveness and friendliness
- Conflict moderation roadmap

DATA VISUALIZATION AND STATISTICAL GRAPHICS (WITH STATA)

KEY COMPETENCIES

- Data visualisation
- Statistical graphics

COURSE WORK

Pre-course work (2h):
Participants will be asked to bring a data visualisation that they find particularly (in-) effective for discussion in the class (specific instructions will be provided in due course).
Participants interested in Python implementations should make sure they have Python installed on their personal laptops prior to the course and make themselves familiar with elementary Python usage.

Post-course work (14h):
Participants will need to find a dataset (preferably but not necessarily relevant to their research) and develop one original data visualisation of their own, making sure they follow the principles discussed in the session and using some of the tools presented on the first days of the course. They will present a first draft of their work during the last session and, on the basis of the comments received, will revise and finalize their artwork after the sessions.

Course reference: 25-26SUM-DATA

Facilitator: Dr. Philippe Van Kerm

Dates: 24, 25, 29 June 2026

Time: Day 1 : 11:00-12:30 / 13:30-15:00
Day 2 : 11:00-12:30 / 13:30-15:00 (Basic Stata graphics) + 15:15-16:45 (Advanced Stata graphics – optional)
Day 3: 14:00-17:00

Target group: All doctoral candidates

Location: On-site (Belval)

ECTS: 1

Total Workload: 25 hours (26.5 hours with Advanced option)
- In person: 9h (10.5h with Advanced option)
- Pre-course work : 2h
- Post-course work: 14h

Registration >

DESCRIPTION

Data visualisation 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, care and (often) time.

The objective of this course is, first and foremost, to introduce a number of basic rules and principles for data visualisation and statistical graphics and—-learning from good and bad examples—-to point out useful tips and tricks and to avoid common mistakes and develop effective visual communication. Such rules are often obvious and simple ... but only once one has become aware of them! We will also look into the "grammar of graphics" and will review classic families of statistical graphics and visualisation designs.

DATA VISUALIZATION AND STATISTICAL GRAPHICS (WITH STATA)

In this session, we will illustrate implementations using some of Python's plotting libraries, but the general principles and recommendations for data visualisation and statistical graphics will be relevant, irrespective of one's preferred software environment.

Applying concepts and tools covered in the first part of the course, participants will then be tasked to prepare and present an original data visualisation of their own. The individual projects will be reviewed and discussed in the group. (This part will not be tied to any software environment. Principles and examples shown in the first part of the course can be applied with Python's libraries, but participants will be allowed to use whatever environment they feel most comfortable with, e.g., R, Stata, Excel, etc.)

The course's main objective is to introduce participants to some key principles for data visualisation and statistical graphics and review a series of tips and tricks for effective visual communication – incl., avoiding visual distortions and clutter, optimizing visual perception of quantities, making effective use of annotations and colours, etc. The course also shows how to develop graphics and visualisations using Python's plotting libraries. During the course, participants prepare and present an original data visualization of their own to the group.

GOOD SCIENTIFIC PRACTICE (3rd, 4th year & postdocs)
Basic Principles of Research Integrity

KEY COMPETENCIES

- Knowing key concepts, principles, norms, values of research integrity, as well as enhanced capacity to act in accordance with them.
- Identifying and preventing research misconduct and unacceptable research practice.
- Working in accordance with key principles, norms, and values of research integrity.
- Managing research integrity conflicts and dilemmas, as well as competently handling research misconduct and unacceptable research practices in case they occur.

COURSE WORK

Pre-course work (1h):
The participants will be asked to watch the movie «On being a scientist» and read the European Code of Conduct for Research Integrity.

Post-course work (10h):
Participants will be asked to write an essay on what measures they intend to take during their PhD to ensure that they conduct research with integrity.

Course reference: 25-26SUM-GSP+

Facilitator: Mr. Tom Lindemann

Dates: 24, 25 & 26 June 2026

Time: Day 1 & 2: 9:30-16:15
Day 3: 9:30-12:15

***Target group:** 3rd and 4th year & postdocs

Location: Hybrid: On-site (Belval) & online

ECTS: 1

Total Workload: 26 hours
- In person: 15h
- Pre-course work : 1h
- Post-course work: 10h

Registration >

DESCRIPTION

The main objective of the workshop "Good Scientific Practice" is to enable participants to understand, reflect on, and apply the basic principles, norms, and values of research integrity as codified in pertinent local, national, and international regulations and guidelines, especially the European Code of Conduct for Research Integrity. The participants will explore the differences and grey areas between good research practice, unacceptable research practice, and research misconduct. They will learn how unacceptable research practices and research misconduct can be recognized and prevented, how it should be addressed and dealt with in case it occurs, and what damage it can cause if it is handled improperly. The participants will learn to develop and apply measures and tools for safeguarding their personal research integrity, managing conflicts and dilemmas, and will be encouraged to discuss structural problems in the research environment and research system more broadly that may pose challenges to acting with integrity.

GOOD SCIENTIFIC PRACTICE
Basic Principles of Research Integrity

Participants will be asked to complete short individual exercises prior to the course and a written homework assignment after the course. Moreover, it is recommended (albeit not mandatory) that participants complete a series of short online courses on various aspects of research integrity available on the Embassy of Good Science.

The workshop builds on curricula and materials developed by several EU-funded projects on research integrity, especially VIRT2UE, Path2Integrity, and ROSiE. The key normative guidance document that will be referenced throughout the course is the European Code of Conduct for Research Integrity, and the course will focus on the good practices as well as the types of research misconduct and unacceptable research practices described therein. Whenever and to the greatest extent possible, the workshop will focus on challenges and dilemmas the participants have already encountered or are likely to encounter in their own research to enhance their capacity to act with integrity and competently navigate difficult situations.

The workshop encourages the active involvement of the participants and features the following didactical and pedagogical elements: case studies, small group discussions, plenary discussions, individual reflective exercises

DEVELOPING YOUR TEACHING SKILLS

KEY COMPETENCIES

- Teaching skills
- Give constructive feedback

COURSE WORK

Pre-course work (3h):
Preliminary reading: ABC of learning and teaching in medicine - Applying educational theory in practice. David M Kaufman
British Journal of Medicine 326 (2003) pp. 213-216

Available in due time on Moodle course page.
1. Bring to the first session a teaching plan for a session that you have taught recently. This should include:
- indication of how you managed the time within the session
- what you actually did in the session with the students
- topic(s) covered
Please be prepared to share and discuss your plan with other students in the class.

In-between session work (3h):
Prepare a 10-minute micro-teaching session in your subject area with supporting visual aids as necessary.
Identify the aims of the session and the intended learning outcome(s).

Course reference: 25-26SUM-TEAO

Facilitator: Dr. Susan Dunn

Dates: 29 & 30 June and 2 July 2026

Time: 29 June 2026: 09:30-13:00
30 June 2026: 09:30-13:00
2 July 2026: 9:30-12:30

Target group: Minimum of 3 hours teaching is required

Location: Online
ECTS: 1

Total Workload: 22 hours
- Online: 10h
- Pre-course work : 3h
- In-between session work: 3h
- Post-course work: 6h

Registration >

Post-course work (6h):
1.Draw on your experiences of Developing your teaching skills to identify one to two teaching and learning strategies that you currently use in your teaching and consider which learning theories you are employing with the selected strategies. Reflect on your experiences on teaching and identify two or three ways in which you can make your teaching more effective. (300-500 words)

2. Prepare a teaching plan for a session that you might have to teach in the near future. Using the template on Moodle for your response
(a) Give details of a specific session.

(b) Identify the intended learning outcomes.
(c) Plan the activities and indicate how much time you will need for each activity.
(d) Explain the rationale for your choice of activities and how you will accommodate students with diverse learning backgrounds
(e) Consider how you will evaluate the effectiveness of your session
(1000 words)

DESCRIPTION

Are you a doctoral student doing some teaching for the first time? These workshops are designed to help develop your understanding of teaching and learning in order to become a more effective teacher. We will draw on your current experiences of teaching, introduce some current pedagogic theories and consider how to best plan and deliver teaching sessions in your subject area. We then move on to look at some strategies for classroom activities and explore challenges that may arise.

The sessions will provide participants with the opportunity to share their experiences of teaching and develop good practice supported by the workshop leader.

- Distinguish between teaching and learning
- Outline some theories about learning and describe some factors that need to be considered when planning a teaching session
- Employ teaching strategies underpinned by established good pedagogic practice.
- Give and receive feedback on teaching skills
- Develop activities to encourage active learning
- Devise some strategies helpful for students with diverse needs, expectations and experience of learning & study

VISUAL COMMUNICATION OF SCIENCE

KEY COMPETENCIES

- Science communication

Registration >

DESCRIPTION

You will learn to visually communicate your complex research ideas and results so your messages are effortlessly understood by any specific audience (scientists or non-scientists).
It is a structured, no fluff, memorable, easy to follow, useful and fun training that will empower and enable you to create effective images, slides, posters, and grants. You will immediately apply the new skills to communicate your own science, draw a graphical abstract and discuss it with your peers and receive actionable feedback on your images and slides.

Course reference: 25-26SUM-VISUAL

Facilitator: Dr. Jernej Zupanc

Date: 3 July 2026

Time: 09:00 – 13:30

Target group: All PhD students

Location: Online

ECTS: 1

Total Workload: 22hours
- Online: 4,5h
- Pre-course work: 5h
- In-Between course work: 5,5h
- Post-course work: 7h

Self-study module - Mandatory Fundamentals, Slides, and Homework (5 h)
• **Fundamental Visual Communication**: understand how human visual perception and psychology shape our interpretation of visual information. Discover a science-based design method to visualize your research, making it easily comprehensible. We will cover strategic use of layout, eye-flow, colors, and typography applied to all types of scientific images.
• **Slides, Posters, Grants**: you will learn how to apply the design philosophy and strategies introduced in the Fundamentals to slides, posters, and grants. This will give you a holistic approach that builds from the first principles, makes sense and is easy to remember and apply.
• **Homework**: submit your images and slides to receive personalized feedback.

Live Workshop (3 July 2026, 4.5h)
• **Recap and Q&A**: an effective review of self-study topics and optional 1-on-1 consulting with facilitator to address your individual challenges.
• **Feedback on your submitted materials**: you will get actionable suggestions on how to improve your own scientific images and slides.
• **Graphical abstract drawing exercise:** you will draw a sketch of your research
• **Peer-instruction group discussion**: you will give and receive informed and structured feedback to improve yours' and other participants' images.

ADVANCED RESEARCH INTEGRITY: AI & INFORMATION SECURITY

New course!

KEY COMPETENCIES

- Applying key concepts, principles and norms of research integrity and research ethics, with a particular focus on the responsible use of digital tools (especially generative AI)
- Explaining the relationship between research integrity, research security and academic freedom
- Navigating research integrity and ethics challenges, including emerging challenges related to the green and digital transition
- Managing research integrity conflicts and dilemmas

COURSE WORK

Pre-course work (2h):
The participants will be asked to read the "European Code of Conduct for Research Integrity", the European Commission's "Living Guidelines on the Responsible Use of Generative AI in Research" and the WMA's "Declaration of Helsinki".

Post-course work (8h):
Participants will be asked to write an essay describing either how they intend to use and not-use generative AI in their own research and as reviewer OR how they will ensure that their research meets research security standards OR how they will ensure adequate use of resources.

Course reference: 25-26SUM-GSP2

Facilitator: Mr. Tom Lindemann

Dates: 06, 07, 08 July 2026

Time: 9:30-15:30

Target group: All doctoral candidates
Pre-requisite: Good Scientific Practice

Location: Hybrid: On-site (Belval) & online

ECTS: 1

Total Workload: 26 hours
- Online: 15h
- Pre-course work : 2h
- Post-course work: 8h

Registration >

DESCRIPTION

The objective of the course is to build on the course "Good Scientific Practice" and further strengthen the knowledge and skills of participants to conduct research in accordance with the highest standards of research integrity, ethics and security.
We will discuss how adherence to key principles and norms of the responsible conduct of research can be ensured in light of new and emerging challenges, such as the use of generative AI tools as research assistants, the environmental footprint of research or growing research security requirements.

ADVANCED RESEARCH INTEGRITY: AI & INFORMATION SECURITY

Participants will develop tools and cultivate skills that will help them in navigating research integrity, ethics and security challenges in their roles as researcher and reviewer. Moreover, we will discuss where guidance can be found and how the research environment could be improved to support responsible research