

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

## Office of the Vice-Rector for Research



### [2024-2025 Summer Semester – Planning overview \(link here\)](#)

Code & Format	Training event and course description	Dates	Timing	Registration dates & links on Moodle
ELEARNING-INTE Online	<a href="#">Research Integrity – Core &amp; suppl. Modules</a> Provider: EPIGEUM – Oxford University Press	N/A	Self-paced All through the year	Account creation needed More info <a href="#">here</a>
ELEARNING-PLAG Online	<a href="#">Introduction to plagiarism</a> Instructor: Dr. Stephen Kuntz	N/A	Self-paced All through the year	Free access via T.S. Moodle More info <a href="#">here</a>
24-25SUM-RAWJS In class - Kirchberg	<b>Research Article Writing (Kirchberg)</b> <a href="#">(here)</a> Instructor: Dr. Skipp Jennifer	3, 17, 31 March 28 April 12, 26 May 2025	9:00-11:30	Submission via Moodle: here <b><u>Deadline 17th February</u></b>
24-25SUM- RAWMC Online	<b>Research Article Writing (Online)</b> <a href="#">(here)</a> Instructor: Marc Carver	5, 19 March 9, 23 April, 7, 21 May 2025	9:45-12:15	Submission per mail to the lecturer: <a href="mailto:mark.carver@ext.uni.lu">mark.carver@ext.uni.lu</a> <b><u>Deadline 19th February</u></b>
24-25SUM-CONFJS In class-Kirchberg	<b>Conference Skills</b> <a href="#">(here)</a> Instructor: Dr. Skipp Jennifer	6, 13, 20, 27 March 3, 24 April 2025	14:00-17:30	7 February 2025 - 02:00 PM <a href="#">Registration link</a>

Note: This planning (events, dates, training formats) is subject to change during the semester. Please check T.S. team Moodle pages on a regular basis

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Code & Format	Training event and course description	Dates	Timing	Registration dates & links on Moodle
<b>25-25SUM-AC</b> Hybrid: in-class-Belval & online	<b>How to think and plan for (Academic) Career (<a href="#">here</a>)</b> Instructors: Dr. Ingrid de Saint-Georges & Dr.Ines Crisostomo	10 March, 7 April, 7 May 2025	9:30-12:30 for March 10 14:00-17:15 for April 7 & May 7	10 February 2025 - 02:00 PM <a href="#">Registration link</a>
<b>24-25SUM-FAIL</b> Hybrid: in-class - Belval & online	<b>Managing Failure, Stress, and the Unexpected in Doctoral Research (<a href="#">here</a>)</b> Instructor: Dr. Laurence Theunis	11, 14, 19 March 2025	9:00-12:30 for March 11 & 14 9:00-5:00 PM for March 19	11 February 2025 - 02:00 PM <a href="#">Registration link</a>
<b>24-25SUM-CAR</b> In-class - Belval	<b>Boost your career (<a href="#">here</a>)</b> Instructor: Dr. Laurence Theunis	17, 18 March 14, 15 April 2025	09:00-17:00	13 February 2025 - 02:00 PM <a href="#">Registration link</a>
<b>24-25SUM-DVPTEA</b> Online	<b>Developing your teaching skills – Group A (<a href="#">here</a>)</b> Instructor: Dr. Susan Dunn	18, 19 March 2025	Day 1: 09:00-12:30 Day 2: 09:00-16:30	14 February 2025 - 02:00 PM <a href="#">Registration link</a>
<b>24-25SUM-RDM</b> In class - Belval	<b>Research data management (<a href="#">here</a>)</b> Instructors: Pinar Alper, Sébastien Martin, Alper Unsal, Nijat Hajikhanov, Marina Christofolletti	25, 26, 27, 28 March 2025	9:00-13:00	25 February 2025 - 02:00 PM <a href="#">Registration link</a>
<b>24-25SUM-GSPA</b> Online	<b>Good Scientific Practice Group A (<a href="#">here</a>)</b> Instructor: Dr. Michael Gommel	1, 2, 3 April 2025	Day 1 & 2: 9:30-16:15 Day 3: 9:30-12:15	27 February 2025 - 02:00 PM <a href="#">Registration link</a>

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Code & Format	Training event and course description	Dates	Timing	Registration dates & links on Moodle
24-25SUM-WIS In class - Belval	<b>Handling challenging situations for Women in Science</b> ( <a href="#">here</a> ) Instructor: Ms. Monika Palacios Gallo	1, 2 April 2025	09:00-17:00	3 March 2025 - 02:00 PM <a href="#">Registration link</a>
24-25SUM-COME In class - Belval	<b>Communicating effectively</b> ( <a href="#">here</a> ) Instructor: Ms. Monika Palacios Gallo	3, 4 April 2025	09:00-17:00	6 March 2025 - 02:00 PM <a href="#">Registration link</a>
24-25SUM-ENTR In class - Belval	<b>Entrepreneurship 101: How to develop an innovation mindset</b> ( <a href="#">here</a> ) Instructors: Entrepreneurship programme & University of Luxembourg Incubator with the support of external speakers	15, 18 Avril 2025	09:00-17:00	17 March 2025 - 02:00 PM <a href="#">Registration link</a>
24-25SUM-THES1 Online	<b>Managing your relationship with your thesis director – Group 1</b> ( <a href="#">here</a> ) Instructor: Dr. Stephanie Hann	22, 23, 24 & 25 April 2025	9:00-13:00	24 March 2025 - 02:00 PM <a href="#">Registration link</a>
24-25SUM-DEF In class - Belval	<b>Public speaking skills: how to prepare the thesis defense</b> ( <a href="#">here</a> ) Instructors: Ms. Claire Thill & Dr. Ruth Reicher	29, 30 April & 6, 7 May 2025	14:00-17:00	27 March 2025 - 02:00 PM <a href="#">Registration link</a>
24-25SUM-TEADM In class - Belval	<b>Teaching with Digital Media &amp; Technologies</b> ( <a href="#">here</a> ) Instructor: Dr. Margault Sacré	5, 6 May 2025	10:00-17:00	4 April 2025 - 02:00 PM <a href="#">Registration link</a>

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Code & Format	Training event and course description	Dates	Timing	Registration dates & links on Moodle
24-25SUM-GSPB Hybrid: in-class-Kirchberg & online	<b>Good Scientific Practice - Group B</b> ( <a href="#">here</a> ) Instructor: M. Tom Lindemann	13, 14, 15 & 16 May 2025	13 May (in-class): 13h30-17h30 14 May (online): 13h30-16h30 15 May (in-class): 13h30-17h30 16 May (online): 13h30-16h30	14 April 2025 - 02:00 PM <a href="#">Registration link</a>
24-25SUM-HAPPY Hybrid: in-class & online	<b>Happy Doctorate: bringing care to your wellbeing &amp; stress</b> ( <a href="#">here</a> ) Instructor: Dr. Maurizio Cortesi	14, 21, 28 May 4, 11, 18, 25 June 2025	14:00-17:00: 14/05 - IN CLASS 15:00-17:00: 28/05, 11/06, 11/06 - IN CLASS 16:00-17:00: 21/05, 04/06, 18/06 – ONLINE 14:00-17:00: 25/06/2025 - IN CLASS	17 April 2025 - 02:00 PM <a href="#">Registration link</a>
24-25SUM-NET Hybrid: in-class - Belval & online	<b>Empowering Your Doctorate Journey and Building a Strategic Network</b> ( <a href="#">here</a> ) Instructor: Dr. Laurence Theunis	19 May 19, 20 June 2025	May 19 (in-class) 09:00-17:00 June 19 & 20 (online): 09:00-12:30	18 April 2025 - 02:00 PM <a href="#">Registration link</a>
24-25SUM-STAR In class - Belval	<b>Starting research</b> ( <a href="#">here</a> ) Instructor: Dr. Claire Godet	20, 21, 22 & 23 May 2025	9:00-13:00	22 April 2025 - 02:00 PM <a href="#">Registration link</a>
24-25SUM-ECR In class – Belval	<b>Atelier d'écriture intensif</b> ( <a href="#">here</a> ) Instructor: Dr. Eve Lejot	21, 22, 23 May 2025	9:00-18:00	24 April 2025 - 02:00 PM <a href="#">Registration link</a>
24-25-SUM-IND On-campus (Belval, except for DSL's day in Kirchberg)	<b>Induction days</b> ( <a href="#">here</a> )	2, 3, 4, 5, 6 June 2025	see moodle program	Doctoral candidates who have joined the University of Luxembourg <b>as of September 15<sup>th</sup> 2024, until May 15<sup>th</sup> 2025 included</b> are <b>automatically registered</b> on the Moodle course page of the induction days and <b>attendance</b> is <b>mandatory</b>

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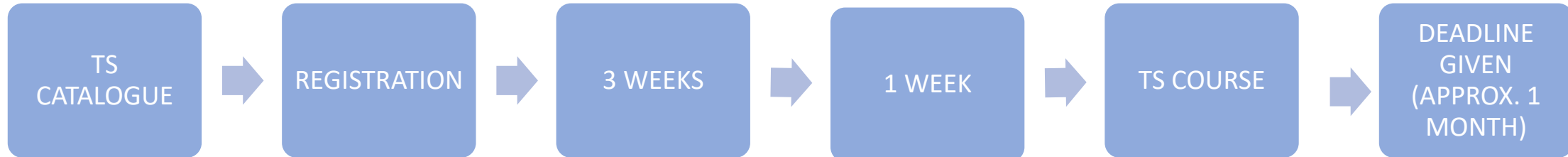
Code & Format	Training event and course description	Dates	Timing	Registration dates & links on Moodle
24-25SUM-THES2 Online	<b>Managing your relationship with your thesis director Group 2</b> ( <a href="#">here</a> )  Instructor: Dr. Stephanie Hann	10, 11, 12 & 13 June 2025	9.00-13.00	6 May 2025 - 02:00 PM <a href="#">Registration link</a>
24-25SUM-GSPC Online	<b>Good Scientific Practice - Group C</b> ( <a href="#">here</a> )  Instructors: Dr. Marija Franka Žuljević, Dr.Ivan Buljan, Dr.Stjepan Ljudevit Marušić	12, 13 June 2025	09.00-15.30	13 May 2025 - 02:00 PM <a href="#">Registration link</a>
24-25SUM-DVPTB In class - Belval	<b>Developing your teaching skills – Group B</b> ( <a href="#">here</a> )  Instructor: Dr. Susan Dunn	16, 17 June 2025	Day 1: 09:30-13:00 Day 2: 09:00-16:30	15 May 2025 - 02:00 PM <a href="#">Registration link</a>
24-25SUM-LEAD Online	<b>Leadership Skills</b> ( <a href="#">here</a> )  Instructor: Ms. Monika Palacios Gallo	17, 18 June 2025	09:00-12:00 13:00-17:00	16 May 2025 - 02:00 PM <a href="#">Registration link</a>
24-25SUM-DATA In class - Belval	<b>Data visualization and statistical graphics (with Stata)</b> ( <a href="#">here</a> )  Instructor: Dr. Philippe Van Kerm	24, 25, 30 June 2025	Day 1&2: 10:30-12:00 / 14:00-15:30 Day 3: 14:00-17:00	19 May 2025 - 02:00 PM <a href="#">Registration link</a>
24-25SUM-GSPD In class – Belval	<b>Good Scientific Practice - Group D</b> ( <a href="#">here</a> )  Instructor: Mr. Tom Lindemann	3, 4 July 2025	09:00-17:00	23 May 2025 - 02:00 PM <a href="#">Registration link</a>

## Good to know – Practical information

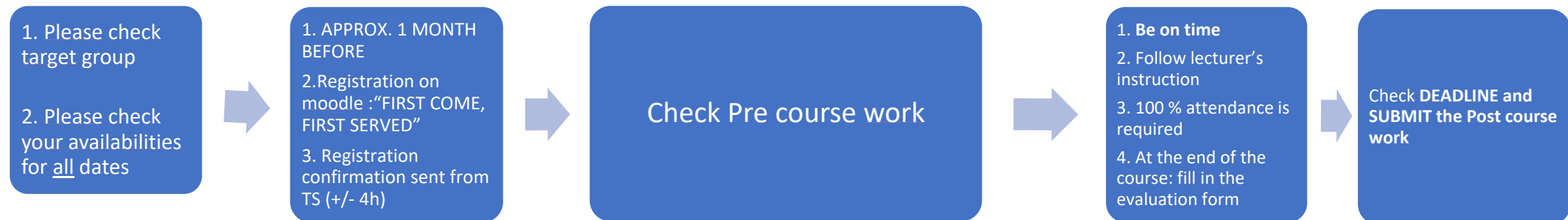
- All these courses are open to doctoral candidates enrolled at the University of Luxembourg.
- Doctoral candidates from Luxembourg Institutes (LIs) may participate if seats are available.
- Visiting doctoral candidates should contact TS team beforehand, and requests will be handled case by case.
- Registration forms and detailed descriptions are available on Moodle under „[Doctoral Education > Transferable Skills](#)“ folder.
- Dates/ 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 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 and TS team will contact doctoral candidates from this list, only if seats should become available. An answer is expected up to 24h working day, otherwise, the next person from waiting list will be contacted.
- 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.
- For further information, please contact the TS team ([ts@uni.lu](mailto:ts@uni.lu)).
- Please note that each Doctoral School offers also TS courses (and disciplinary – interdisciplinary courses), check them out here: DSSE, DSHSS, DSEFM, DSL

# Transferable Skills – Bureau des Etudes Doctorales (B.E.D.) Office of the Vice-Rector for Research TS COURSES' LIFE CYCLE

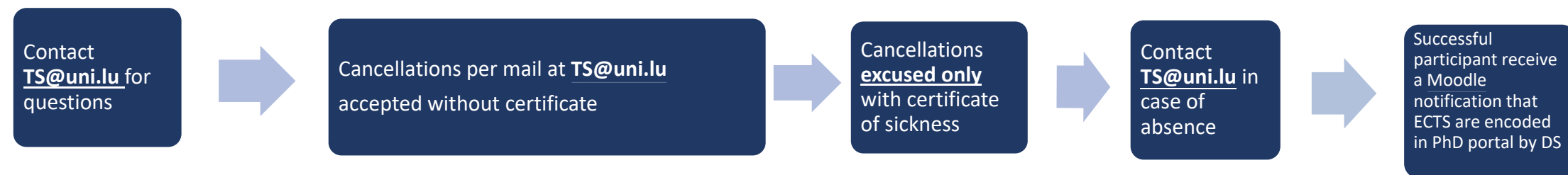
## TS COURSE FLOW AND RULES



## PARTICIPANT



## ADMIN



## Research Article Writing (Kirchberg)

<b>Course reference</b>	24-25SUM-RAWJS
<b>Facilitator</b>	Dr. Skipp Jennifer
<b>Dates</b>	3, 17, 31 March, 28 April, 12, 26 May 2025
<b>Time</b>	09:00 – 11:30
<b>Target group</b>	This course is only for those who are <u>currently writing a research article</u> .
<b>Location</b>	In class, Kirchberg Campus
<b>Description</b>	<p>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.</p> <p>This is not a language course (for academic language courses, consult the University of Luxembourg Language Centre site). This intensive course requires work every week and combines class sessions, research article writing, independent learning tasks, peer feedback and an individual consultation with the lecturer. Please see the schedule below.</p> <p><b>To get the 3 ECTS, you need to:</b></p> <ol style="list-style-type: none"> <li>1) complete <b>all</b> independent learning tasks;</li> <li>2) fully participate in at least four of the six workshops;</li> <li>3) submit part of a research article you're writing with reflection (two submissions);</li> <li>4) arrange and conduct an interview with a senior researcher of your choosing;</li> <li>5) provide peer feedback to at least two people from your peer review group;</li> <li>6) submit your peer review report; and</li> <li>7) attend one individual writing consultation.</li> </ol> <p>Learning outcomes are:</p> <ul style="list-style-type: none"> <li>- Understanding the structural, stylistic and rhetorical features of academic writing in general and discipline-specific research articles in particular through engaging with course materials;</li> <li>- Revising texts according to these principles and evaluate the process of revision;</li> <li>- Using corpus and writing tools to investigate language use;</li> <li>- Working collaboratively with peers both inside and outside the sessions to peer review and revise texts;</li> <li>- Providing constructive feedback to course peers;</li> <li>- Developing a clear understanding of the features of sections of research article, in general, and discipline-specific articles in particular;</li> </ul>



	<ul style="list-style-type: none"> <li>- Engaging with and applying feedback from the one-to-one consultation;</li> <li>- Asking questions about the publication process;</li> <li>- Actively contributing to discussions during sessions to foster a positive and collaborative environment.</li> </ul>
<b>Key competencies</b>	<ul style="list-style-type: none"> <li>- Writing skills</li> <li>- Analytical thinking</li> <li>- Feedback sharing</li> </ul>
<b>ECTS</b>	3
<b>In-person course workload (hrs)</b>	Attendance of at least 4 of 6 sessions (10-15 hours)
<b>Pre-, in-between, post-workload (hrs) and details</b>	<p><b>Pre-course work</b> - Preparation for the first class session (by 25<sup>th</sup> February 2025). Read Chapt 1 'Introduction' and Chapt 2 'The Writing Process' from the course e-book. Complete tasks. Upload to Moodle. (4-6 hours)</p> <p><b>In-between workload –</b></p> <ul style="list-style-type: none"> <li>a) Preparation for workshop sessions through the reading of the e-coursebook and submission of tasks (24 hours)</li> <li>b) Writing and revising own texts (20 hours)</li> <li>c) Peer review (8 hours)</li> <li>d) Consultation and revision of text (4 hours)</li> </ul> <p><b>Post-course work</b> - Peer review report (by 04 June 2025) Upload to Moodle (c. 8 hours)</p>
<b>Application for the course</b>	<p>Application for this course is on a <u>1<sup>st</sup> come, 1<sup>st</sup> served</u> basis. Please go to the following page as soon as possible to see the application criteria and to submit your application. All applicants will be informed of their status by the 17<sup>th</sup> February at the latest.</p> <p><a href="https://moodle.uni.lu/course/view.php?id=6833#section-0">https://moodle.uni.lu/course/view.php?id=6833#section-0</a></p> <p>If you have questions about the application process, please contact: Jennifer Skipp - <a href="mailto:jennifer.skipp@ext.uni.lu">jennifer.skipp@ext.uni.lu</a></p>

**\*\*By accepting your place on this course, you agree to keep to the deadlines below.**

	Task submission deadlines for coursework (always by midday)	Dates of the classes
<b>Week 1</b>	ILT: Introduction (chapter 1) The Writing Process (chapter 2) 25. Feb	<b>Class session 1:</b> 03 March Course info Writing tools Distraction-free writing
<b>Week 2</b>	ILT: Getting Published (chapter 3) The Introduction Section (chapter 7) 12. March	<b>Class session 2:</b> 17 March Publication and review process Introductions in research articles
<b>Week 3</b>	ILT: Constructing Coherent Texts (chapter 4) 26. March	<b>Class session 3:</b> 31 March Form and function of paragraphs
<b>Week 4</b>	Writing & reflection: 1 By 16. April	Writing week 7-11 April + peer review Arrange interview task <i>Consultations</i> 23. April ( <i>book via Moodle</i> )
<b>Week 5</b>	ILT: Reader Friendly Writing (chapter 5) 23. April	<b>Class session 4:</b> 28. April Sentence construction and clarity
<b>Week 6</b>	ILT: Reviewing the Literature (chapter 8) 07. May	<b>Class session 5:</b> 12. May Integrating literature and voice
<b>Week 7</b>		Writing week 12-16 May + peer review
<b>Week 8</b>	Writing & reflection: 2 21. May	<i>Consultations</i> 23. May ( <i>book via Moodle</i> )
<b>Week 9</b>	One of these ILTs: 21. May -Abstracts & Titles (chapter 6) -The Methods Section (chapter 9) -Discussion & Conclusion (chapter 10) Results of interview task	<b>Class session 6:</b> 26. May Text revision Interview task feedback Q&A
<b>Week 10</b>	Peer review report By 04. June	

## Research Article Writing (Online)

<b>Course reference</b>	24-25SUM-RAWMC
<b>Facilitator</b>	Dr. Carver Mark
<b>Dates</b>	05, 19 March, 09, 23 April, 07, 21 May 2025
<b>Time</b>	9:45-12:15
<b>Target group</b>	This course is only for those who are <u>currently writing a research article</u> .
<b>Location</b>	Online
<b>Description</b>	<p>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.</p> <p>This is not a language course (for academic language courses, consult the University of Luxembourg Language Centre site). This intensive course requires work every week and combines class sessions, research article writing, independent learning tasks, peer feedback and an individual consultation with the lecturer. Please see the schedule below.</p> <p><b>To get the 3 ECTS, you need to:</b></p> <ol style="list-style-type: none"> <li>1) complete <b>all</b> independent learning tasks;</li> <li>2) fully participate in at least four of the six workshops;</li> <li>3) submit part of a research article you're writing with reflection (two submissions);</li> <li>4) arrange and conduct an interview with a senior researcher of your choosing;</li> <li>5) provide peer feedback to at least two people from your peer review group;</li> <li>6) submit your peer review report; and</li> <li>7) attend one individual writing consultation.</li> </ol> <p>Learning outcomes are:</p> <ul style="list-style-type: none"> <li>- Understanding the structural, stylistic and rhetorical features of academic writing in general and discipline-specific research articles in particular through engaging with course materials;</li> <li>- Revising texts according to these principles and evaluate the process of revision;</li> <li>- Using corpus and writing tools to investigate language use;</li> <li>- Working collaboratively with peers both inside and outside the sessions to peer review and revise texts;</li> <li>- Providing constructive feedback to course peers;</li> <li>- Developing a clear understanding of the features of sections of research article, in general, and discipline-specific articles in particular;</li> <li>- Engaging with and applying feedback from the one-to-one consultation;</li> </ul>

	<ul style="list-style-type: none"> <li>- Asking questions about the publication process;</li> <li>- Actively contributing to discussions during sessions to foster a positive and collaborative environment.</li> </ul>
<b>Key competencies</b>	<ul style="list-style-type: none"> <li>- Writing skills</li> <li>- Analytical thinking</li> <li>- Feedback sharing</li> </ul>
<b>ECTS</b>	3
<b>In-person course workload (hrs)</b>	Attendance of at least 4 of 6 sessions (10-15 hours) and the peer review activity
<b>Pre-, in-between, post-workload (hrs) and details</b>	<p><b>Pre-course work</b> - Preparation for the first class session (by <b>February 28th</b>). Complete the pre-workshop tasks available on Moodle.</p> <p><b>In-between workload –</b></p> <ul style="list-style-type: none"> <li>a) Preparation for workshop sessions and submission of tasks (24 hours)</li> <li>b) Writing and revising own texts (20 hours)</li> <li>c) Peer review (8 hours)</li> <li>d) Consultation and revision of text (4 hours)</li> </ul> <p><b>Post-course work</b> - Draft with changes highlighted to be discussed in a one-on-one tutorial (by <b>June 6th</b>) Upload to Moodle (c. 8 hours)</p>
<b>Application for the course</b>	<p>Application for this course is generally on a <u>1<sup>st</sup> come, 1<sup>st</sup> 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.</u></p> <p>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. All applicants will be informed of their status by February 20th at the latest.</p> <p>To apply, send a brief note of interest confirming you meet the criteria above &amp; specify your DS, discipline and current year of doctoral studies and can attend all of the scheduled sessions <b>along with your draft article</b> by email to Mark Carver <a href="mailto:mark.carver@ext.uni.lu">mark.carver@ext.uni.lu</a>. You can also direct any questions to Mark.</p>

**\*\*By accepting your place on this course, you agree to keep to the deadlines below.**

	<b>Task submission deadlines for coursework (always by midday)</b>	<b>Dates of the classes</b>
<b>Week 1</b>	Pre-workshop tasks (March 3rd)	<b>Class session 1: March 5th</b> Writing and re-writing as a process
<b>Week 2</b>	Pre-workshop tasks (March 17th)	<b>Class session 2: March 19th</b> Coherence and argument development
<b>Week 3</b>	Pre-workshop tasks (April 7 <sup>th</sup> )	<b>Class session 3: April 9th</b> Giving opinions and signaling importance Preparing your drafts for feedback
<b>Week 5</b>	Peer review report (April 21st)	<b>Class session 4: April 23rd</b> Sources of feedback Writing conclusions
<b>Week 6</b>	Pre-workshop tasks (May 1st)	<b>Class session 5: May 7th</b> Reader-friendly repetition and referring to data/figures
<b>Week 9</b>	Pre-workshop tasks (May 19th)	<b>Class session 6: May 21st</b> Choosing and targeting journals
<b>Week 10</b>	One-on-one consultation booked before May 30th at the link: <a href="#">Book time with Mark Carver</a>	

## CONFERENCE SKILLS

<b>Course reference</b>	24-25SUM-CONF
<b>Facilitator</b>	Dr. Jennifer Skipp
<b>Dates</b>	6, 13, 20, 27 March and 3, 24 April 2025
<b>Time</b>	14.00-17.30
<b>Target group</b>	As of 2 <sup>nd</sup> year doctoral candidates, unless you are in your late 1 <sup>st</sup> year with a conference coming up. Priority is given to DSHSS & DSL/DSEFM doctoral candidates (specific course for DSSE will be given by the doctoral school)
<b>Location</b>	In class, Kirchberg Campus
<b>Description</b>	<p>This interactive course will help you make the most of conferences and presenting your research by</p> <ul style="list-style-type: none"> <li>– allowing you to hone your presentation skills;</li> <li>– facilitating the efficient and effective preparation of presentations.</li> </ul> <p>Your presentations will be filmed for you to analyse. In class you'll receive feedback from other participants and the lecturer.</p> <p><b>Methods:</b></p> <p>Exercises, discussion, reflection, demonstration, practice, peer feedback</p> <p><b>Note:</b> to be awarded the ECTS and certificate, you need to attend <u>all sessions fully</u>. There are no replacement tasks to make up for workshop time you've missed. You'll also need to give a mid-course 3-minute presentation and a final assessed presentation (10 mins) and complete work before, during and after the course.</p> <p><b>Learning outcomes</b></p> <p>By the end of the course, you will:</p> <ul style="list-style-type: none"> <li>– understand what makes for effective conference abstracts and presentation titles;</li> <li>– know how to prepare conference presentations efficiently and effectively and for a specific audience;</li> <li>– realise what makes you nervous when presenting and how you can manage nerves;</li> <li>– have insight into how to adapt your language to give clear and engaging presentations and to use language suited to your audience;</li> </ul>

	<ul style="list-style-type: none"> <li>– be aware of the strengths and weaknesses of your presentations and conference preparation;</li> <li>– be able to structure your presentations effectively;</li> <li>– be aware of how your non-verbal behaviour contributes to the impact of your presentations;</li> <li>– realise how voice use, pacing and pausing affect communicative success;</li> <li>– understand what makes for effective slides and realise to what extent your slides are effective;</li> <li>– be able to distinguish different types of questions you can get after presentations and know strategies to deal with these;</li> </ul> <p>have the understanding, knowledge and tools to evaluate and continue improving your presentations and become a more confident presenter.</p>
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>– Communication</li> <li>– Presentation</li> </ul>
<b>ECTS</b>	1
<b>In-person workload (hrs)</b>	21
<b>Pre-, in-between, post-course workload (hrs)</b>	<p><b>Pre course work (3h):</b> pre-course tasks</p> <p><b>Work during the course (5h):</b> preparing a three-minutes presentation with slides on your research; analysing your presentation video; redesigning slides; giving a ten-minute (conference) presentation with Q&amp;A</p> <p><b>Work after course (1h):</b> written reflection on assessed presentation using reflection framework and your presentation video</p>

## How to think and plan for (Academic) Career

<b>Course Subtitle</b>	Academic Wayfaring
<b>Course reference</b>	24-25SUM-AC
<b>Facilitators</b>	Dr. Ingrid De SAINT-GEORGES & Dr. Inês CRISOSTOMO
<b>Dates</b>	March 10, April 7, May 7 2025
<b>Time</b>	<ul style="list-style-type: none"> <li>• March 10, 9.30 to 12.30 (in person)</li> <li>• April 7, 14.00 to 17.15 (online)</li> <li>• May 7, 14:00 to 17.15 (online)</li> </ul>
<b>Target group</b>	2 <sup>nd</sup> year onwards doctoral candidates
<b>Location</b>	In class, Belval Campus (for the first session), then online
<b>Description</b>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<b>Key competencies</b>	<p>By the end of the course, doctoral students will have learned to:</p> <ul style="list-style-type: none"> <li>• Critically analyze job market and job description</li> <li>• Understand job applications and CVs as specific genre of text</li> <li>• Plan for academic and professional career development</li> </ul>



	<ul style="list-style-type: none"> <li>• Give and receive constructive feedback</li> <li>• Work effectively in interdisciplinary teams</li> </ul> <p>The course also aims to create an interdisciplinary network of future academics and professionals who can support each other beyond the course.</p>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	12
<b>Pre-, in-between, post-course workload (14hrs)</b>	Pre course work (4h) In-between work (6h) Post course work (4h)

## Managing Failure, Stress, and the Unexpected in Doctoral Research

<b>Course Reference</b>	24-25SUM-FAIL
<b>Facilitator</b>	Dr Laurence Theunis
<b>Dates</b>	11, 14 ,19 March 2025
<b>Time</b>	9:00 AM to 12:30 PM for March 11 & 14 (online) 9:00 AM to 5:00 PM for March 19 (onsite)
<b>Target group</b>	2 <sup>nd</sup> year doctoral candidates onwards
<b>Location</b>	Online & on-site (Belval Campus)
<b>Description</b>	<p>In the high-pressure environment of academic research, failure, stress, and unforeseen challenges are inevitable. Research often involves trial and error, with setbacks and delays forming a regular part of the journey. In recent years, these pressures have intensified due to increased competition, limited funding, and growing expectations for early-career researchers to produce impactful results quickly.</p> <p>The academic environment can amplify these challenges, leading to high levels of stress, feelings of inadequacy (impostor syndrome), and uncertainty about the future. Many PhD candidates and postdocs find themselves unprepared to manage failure and its emotional toll, which can hinder productivity and well-being. Moreover, managing research projects with limited resources and tight timelines requires specific tools and strategies to effectively navigate unpredictable obstacles.</p> <p>This training is designed to equip doctoral candidates with both mental and project management tools to handle the pressures of their research work, transform failure into learning opportunities, and develop resilience in the face of adversity.</p> <p>The format of the course is a blend of online sessions (theory + practical exercises) followed by an in-person day (practical application, presentation, and feedback) + pre-courses, intercours, after-courses.</p> <p>By the end of the course, participants will:</p> <ul style="list-style-type: none"> <li>• Get tools to manage failure, stress, and unexpected challenges in research</li> <li>• Develop emotional resilience and stress management strategies</li> <li>• Get change management tools to better navigate the unpredictability of research</li> <li>• Create personalized improvement plans for coping with future challenges</li> </ul> <p><b><u>Day 1: Online (half-day) – Mental and Emotional Management</u></b>  <b><u>Introduction to Failure and Stress in Research:</u></b></p> <ul style="list-style-type: none"> <li>• Understanding the inevitability of failure and stress in the research journey.</li> </ul>

- **Group Discussion:** Sharing experiences of failure and stress within research contexts.

#### **Module 1: Coping with Failure:**

- Scientific Failures: Learning from major failures that led to breakthroughs.
- Emotional Regulation: Strategies for managing the emotional impact of failure and maintaining mental health.

#### **Module 2: Stress and Impostor Syndrome:**

- Understanding how stress and impostor syndrome affect performance in academia.
- Practical Exercise: Recognizing personal stress triggers and practicing emotional regulation techniques.

### **Day 2: Online (half-day) – Project Management for Uncertainty**

#### **Module 3: Dealing with the Unexpected in Research Using Change Management Tools**

- **Understanding and Anticipating the Unexpected:**  
Participants will explore common challenges in research, such as unexpected failures or delays, and learn how to anticipate them through better planning.
- **Change Management Tools:**  
Incorporating change management frameworks like the **ADKAR model** (Awareness, Desire, Knowledge, Ability, Reinforcement) to identify where individuals and teams may face resistance to change and how to manage these transitions smoothly.
- **Practical Exercise:**  
Participants will apply these tools to a real research scenario, planning for potential setbacks and developing strategies for flexibility and adaptability.

#### **Module 4: Project Planning and Risk Management Tools**

- **Project Management Techniques:**  
Introduction to project management tools like **Gantt charts** and **risk management** matrices to help structure timelines and manage resources effectively in the face of uncertainty.
- **Interactive Workshop:**  
Participants will use these tools to outline a plan for their own research projects, incorporating contingency plans and change management principles to better handle unpredictability.

**Inter Course:** prepare a presentation to the group on the improvements made possible by the management tools (including their Gantt charts and risk assessment)

### **Day 3: In-person (full day) – Practical Application and Personalized Feedback**

#### **Module 5: Applying the Tools in Practice:**

- Participants present examples of failure or stress they've experienced in research, using project management tools to suggest improvements.

	<p><b>Module 6: Managing Stress in Research:</b></p> <ul style="list-style-type: none"> <li>Stress Management Techniques: Techniques such as mindfulness, breathing exercises, and grounding to reduce anxiety during high-pressure situations.</li> <li>Conflict and Stress Resolution: Addressing interpersonal conflicts and dealing with stress in research environments.</li> </ul> <p><b>Module 7: From Failure to Success:</b></p> <ul style="list-style-type: none"> <li>Group Exercise: Reflecting on past failures and how to turn them into learning opportunities.</li> <li>Personalized Feedback and Improvement Plan: Participants receive individual feedback and guidance on improving their mental resilience and project management skills.</li> </ul>
<b>Key competencies</b>	Management skills, organization skills, emotional regulation, prevention, risks management
<b>ECTS</b>	1
<b>In-person course workload (10 hrs)</b>	2 half days online 1 day on site
<b>Pre-, in-between, post-workload (12 hrs) and details</b>	<p><b>Pre-Course work (3 hours):</b> analysis of the literature on the subject and questionnaire on their own experience of managing failure, uncertainty and stress.</p> <p><b>In-between course work (6 hours):</b> prepare a presentation (min 5 slides) to the group on the improvements made possible by the management tools (including their Gantt chart and risk assessment grid).</p> <p><b>Post-Course work (3 hours):</b> end the training by getting them to use an analysis grid to reflect on the skills developed in managing failure and the unexpected.</p>

## BOOST YOUR CAREER

<b>Course Title</b>	<b>BOOST YOUR CAREER</b>
<b>Course reference</b>	24-25 SUM-CAR
<b>Facilitator</b>	Dr. Laurence Theunis
<b>Dates</b>	17, 18 Mars & 14, 15 April 2025
<b>Time</b>	09:00-17:00
<b>Target group</b>	All PhD candidates (priority to 2nd and 3rd year)
<b>Location</b>	In class, Belval Campus
<b>Description</b>	<p>In this intensive 4-day training, you will embark on a transformative journey, gaining insights into diverse career paths, honing self-awareness, and acquiring practical tools to define your professional trajectory, optimize job search strategies, and master effective networking and interview techniques.</p> <p>In the Phase 1: “Define Your Career Path” training program designed for PhDs, participants undergo a comprehensive journey to shape their professional trajectory.</p> <p>On Day 1, participants explore the current socio-economic landscape, gaining insights into the labour market for PhDs and discovering a variety of professional opportunities. The focus then shifts to self-awareness, with an emphasis on analyzing experiences, identifying skills, and expressing them in a corporate context. The day concludes by encouraging individuals to define their preferences, understand motivations, and conduct online tests for introspection.</p> <p>Day 2 begins with the translation of priorities in terms of skills and motivations into a professional profile. The group will enable each participant to broaden their possibilities and suggest career paths or businesses that may fit their professional profile. Participants are given the tools to explore organisations and sectors, laying the foundations for a personalised action plan to finalise their career path. Following an intersession period of about a month, participants engage in individual work supported by the trainer. They 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.</p> <p>Phase 2, “Towards an Effective Job Search”, spans the next two days. Day 3 covers understanding the recruitment process, decoding job advertisements, and creating compelling communication tools. Finalization work includes optimizing CVs and cover letters.</p>

	<p>Day 4 emphasizes practical aspects, focusing on job interviews, where participants express motivations and assets effectively. We are going to simulate interviews based on the offers they have brought and their CVs.</p> <p>We discuss networking practices and opportunities, teaching participants how to introduce themselves at job fairs with impactful elevator pitches.</p> <p>Outcomes for participants include a refined understanding of their skills, preferences, and motivations, a defined career path, and practical tools for successful job searching and networking. The training fosters self-awareness, professional development, and effective navigation of the job market for PhDs.</p> <p><u>Methods</u></p> <p>Interactive workshop with a presentation of theoretical concepts (labour market, skills, recruitment processes...); illustrated by concrete examples, advice; grids of analysis of professional experiences; introspection tools; motivations grid; brainstorming on job opportunities. Practical and personalized recruitment tips; CV; evaluation exercise; mock interviews by role-play in pairs, with the group with the trainer and debriefing.</p>
<b>Key competencies</b>	<ul style="list-style-type: none"> <li>• Career management</li> <li>• Anticipation</li> <li>• Self-development</li> <li>• Progress monitoring</li> <li>• Take responsibility</li> <li>• Deal with feedback</li> <li>• Become aware of your doctoral skills and their transferability</li> </ul>
<b>ECTS</b>	2
<b>In-person course workload (hrs)</b>	32
<b>Pre-, in-between, post-course workload (hrs)</b>	<p><b>Pre course work (2h):</b> Literature reading</p> <p><b>In-between and Post course work (12h):</b> 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.</p>

## Developing your teaching skills - Group A

<b>Course reference</b>	24-25 -SUM-DVPTEA
<b>Facilitator</b>	Dr. Susan Dunn
<b>Dates</b>	18 & 19 March 2025
<b>Time</b>	Day 1: 09:00-12:30 Day 2: 09:00-16:30
<b>Target group</b>	Minimum of 3 hours teaching is required
<b>Location</b>	Online
<b>Description</b>	<p>Are you a doctoral student doing some teaching for the first time? These workshops are designed to help develop your understanding of teaching and learning in order to become a more effective teacher. We will draw on your current experiences of teaching, introduce some current pedagogic theories and consider how to best plan and deliver teaching sessions in your subject area. We then move on to look at some strategies for classroom activities and explore challenges that may arise.</p> <p>The sessions will provide participants with the opportunity to share their experiences of teaching and develop good practice supported by the workshop leader.</p>
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>– Distinguish between teaching and learning</li> <li>– Outline some theories about learning and describe some factors that need to be considered when planning a teaching session</li> <li>– Employ teaching strategies underpinned by established good pedagogic practice.</li> <li>– Give and receive feedback on teaching skills</li> <li>– Develop activities to encourage active learning</li> <li>– Devise some strategies helpful for students with diverse needs, expectations and experience of learning &amp; study</li> </ul>
<b>Key competencies</b>	<ul style="list-style-type: none"> <li>- Teaching skills</li> <li>- Give constructive feedback</li> </ul>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	10
<b>Pre- (3h), in-between (3h), post-workload (6h)</b>	<p><b>Pre course work:</b></p> <p>Preliminary reading: ABC of learning and teaching in medicine - Applying educational theory in practice.</p>

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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.

**Work during the course:**

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).

**Post course work:**

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)



## RESEARCH DATA MANAGEMENT FUNDAMENTALS

<b>Course reference</b>	24-25SUM-RDM
<b>Facilitators</b>	Pinar Alper, Sébastien Martin, Alper Unsal, Dr. Nijat Hajikhanov, Marina Christofolletti
<b>Dates</b>	March 25, 26, 27, 28 2025
<b>Time</b>	9 am –1 pm
<b>Target group</b>	for all PhD candidates
<b>Location</b>	In class, Belval Campus
<b>Description</b>	<p>This course is designed to equip doctoral students with the knowledge and practical skills necessary for research data management (RDM). RDM allows researchers to comply with institutional and funder policies, improve the thoroughness and reproducibility of their investigations, and expand the reach of their work with data collaboration. The course will introduce the research data lifecycle and data management requirements throughout. The doctoral students will obtain an in-depth understanding of Data Management Plans and best practices for a day-to-day data handling. The essential aspects of data protection for research will be introduced, involving sensitive human-subject data. Participants will be introduced to the FAIR (Findable, Accessible, Interoperable, Reusable) data principles and why they matter for effective data reuse. The doctoral students will learn models for data sharing, how to choose a repository, and how to deposit data in common FAIR-enabling data repositories.</p>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Data Management Planning</li> <li>• Practical data management</li> <li>• What are FAIR (Findable, Accessible, Interoperable, Reusable) Principles</li> <li>• Data protection for research</li> <li>• Data preservation and sharing</li> </ul>
<b>Key competencies</b>	<ul style="list-style-type: none"> <li>• Research data management</li> <li>• Data Management Plan</li> <li>• FAIR data</li> </ul>
<b>ECTS</b>	1
<b>In-person course workload (16 hrs)</b>	<ul style="list-style-type: none"> <li>• Theoretical lecturing</li> <li>• Develop content towards a data management plan for their research</li> <li>• File checksums exercise</li> <li>• RDM escape room activity</li> <li>• File naming exercise</li> </ul>

<p><b>Pre-, post-workload and details</b></p>	<p><b>Pre course work (4h):</b></p> <ul style="list-style-type: none"> <li>• Read assigned article on data management and stewardship.</li> <li>• Read the provided example research data scenario.</li> </ul> <p><b>Post course work (5h):</b></p> <ul style="list-style-type: none"> <li>• Prepare a DMP for one's project using the FNR template.</li> <li>• A data repository is a storage space where researchers can deposit data sets related to their research. Researchers will be asked to practice depositing data in one of the generalist repositories, such as Zenodo as an example. For other examples refer to the link below:  <a href="https://www.uni.lu/ilc-en/services/research-data-management/">https://www.uni.lu/ilc-en/services/research-data-management/</a></li> </ul>
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## Good Scientific Practice - Group A

<b>Course reference</b>	24-25SUM-GSPA
<b>Facilitator</b>	Dr. Michael Gommel
<b>Dates</b>	01, 02, 03 April 2025
<b>Time</b>	Day 1 & 2: 9:30-16:15 Day 3: 9:30-12:15
<b>Target group</b>	Priority to 1 <sup>st</sup> and 2 <sup>nd</sup> year PhD students
<b>Location</b>	online
<b>Description</b>	<p>The major objective of the workshop “Good Scientific Practice” is to know and understand the basic principles, rules and values of the responsible conduct of research in all its stages, according to local, national and international regulations and guidelines. The participants will explore the differences and grey areas between good scientific practice, questionable research practices, and misconduct. They will learn how misconduct can be recognized and prevented, and how it should be addressed and dealt with in case it occurs, and what damage it can cause if it is handled improperly. The participants will learn to develop appropriate measures for protecting their personal research integrity and are encouraged to discuss structural problems that endanger the integrity of science as a whole. They will also receive homework for the protection of their scientific work.</p> <p>The content of the workshop follows the curriculum “Good scientific practice” which was commissioned by and developed in cooperation with the German Research Ombudsman:</p> <ul style="list-style-type: none"> <li>– Definitions of good scientific practice and scientific misconduct</li> <li>– Degrees and extent of scientific misconduct</li> <li>– Examples for responsible and irresponsible conduct of research</li> <li>– Data and source management</li> <li>– Authorship and the process of publication</li> <li>– Mentoring and supervision as tools for fostering good scientific practice</li> <li>– Conflict management: how to deal with scientific misconduct</li> <li>– Reactions to scientific misconduct</li> <li>– Responsibility and accountability of researchers</li> <li>– Local, national and international guidelines and regulations</li> </ul> <p>The online workshop encourages the active involvement of the participants and features the following didactic elements: case studies, individual working sessions</p>

<b>Key competencies</b>	<ul style="list-style-type: none"> <li>– Knowledge of good scientific practice</li> <li>– Identify scientific misconduct</li> <li>– Work ethically</li> <li>– Conflict management</li> </ul>
<b>ECTS</b>	1
<b>In-person course workload</b>	14h
<b>Post-workload and details</b>	<b>Post course work (11h):</b> The participants are asked to read relevant GSP documents and to think about how they can improve their own "good scientific practice" and write a short report about what they plan to do. This homework will be given during the workshop.

## HANDLING CHALLENGING SITUATIONS FOR WOMEN IN SCIENCE

<b>Course reference</b>	24-25SUM-WIS
<b>Facilitator</b>	Ms. Monika Palacios Gallo
<b>Dates</b>	01, 02 April 2025
<b>Time</b>	9h-17h
<b>Target group</b>	Female doctoral candidates
<b>Location</b>	In class, Belval Campus
<b>Description</b>	<p>Do you want to enhance your conflict resolution competency, explore effective self-management strategies and practice dialogue facilitation tools? If so, this workshop is for you!</p> <p>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.</p> <p>This workshop introduces you to key competencies for successful dialogue facilitation and conflict resolution. Using analysis, self-management and communication tools learned here you can turn each confrontation into a constructive process.</p> <p><b>Methods</b></p> <p>Trainer input, individual self-reflection exercises, group exercises via breakout sessions, case studies, mentimeter polls, plenum discussions, video clips, feedback.</p> <p><u>Note:</u></p> <p>Participants are encouraged to bring their own cases for case work and group feedback.</p> <ul style="list-style-type: none"> <li>• Conflict dynamics</li> <li>• Conflict analysis with the Thomas Kilmann Conflict Mode Instrument</li> <li>• Flexible use of competitive and co-operative negotiation</li> <li>• Clashing personality types (Riemann, Satir) and communication styles leading to gender- and culture-related issues</li> </ul>

	<ul style="list-style-type: none"> <li>• Identifying with conflict partner</li> <li>• Three methods how to respond to conflict depending on escalation degree</li> <li>• Listening, giving feedback and asking solution-oriented questions</li> <li>• Quick responses to high-conflict people: BIFF</li> <li>• Short- and long-term self-management</li> <li>• Dealing with “difficult people” and attacks</li> <li>• Balancing assertiveness and friendliness</li> <li>• Conflict moderation roadmap</li> </ul>
<b>Key competencies</b>	<ul style="list-style-type: none"> <li>• Conflict resolution</li> <li>• Self-management</li> <li>• Communication</li> </ul>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	14 hours in person (class)
<b>Pre-, in-between, post-workload (hrs) and details</b>	<p><b>Pre course work (6h):</b></p> <p>Participants are asked to <b>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.</b></p> <p>+ to fill out the questionnaire (to be found on Moodle in due time).</p> <p>Opportunity for max 4 participants to submit a case description (you will receive a template)</p> <p><b>Post course work (4h):</b></p> <p>Review handout, <b>write a self-reflexion paper</b> (one-pager) focusing on personal learnings and selecting two tools to be practiced.</p>

## COMMUNICATING EFFECTIVELY

<b>Course reference</b>	24-25SUM-COME
<b>Facilitator</b>	Ms. Monika Palacios Gallo
<b>Dates</b>	03 & 04 April 2025
<b>Time</b>	9h-17h
<b>Target group</b>	All PhD students
<b>Location</b>	In class, Belval Campus
<b>Description</b>	<p>Did you know that your communication skills have a huge impact on your success and wellbeing at work? Interpersonal dynamics can either boost motivation and performance or - if it does not run well - consume a lot of your energy.</p> <p>This workshop links communication theory to practical exercises in an interactive manner. This way you will get new insights into your own communication patterns. Furthermore, you will gain appreciation of the value of other communication styles. Learning how to apply useful techniques will save you from common pitfalls.</p> <p>We will focus on achieving a goal-oriented, clear communication with a reasonable dialogue structure. Furthermore we will look at different levels of expression to ensure authentic and convincing conversations.</p> <p>You will explore powerful communication tools such as creating common ground or clarifying misunderstandings through the art of listening, solving difficult situations with solution-oriented questions and providing and receiving constructive feedback.</p> <p><u>Methods:</u></p> <p>Trainer input, polls, group work (e.g. in breakout rooms), demonstrations, exercises, role-play activities, examples, self-reflection, feedback, etc. Each participant is encouraged to explore his/her style and thus expand their individual set of communication skills.</p>
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>- Basic communication theories and principles</li> <li>- Clear communication based on clear goals</li> <li>- Authenticity and congruent expression</li> <li>- Co-creating meaning and understanding</li> <li>- The art of listening: active listening, looping and reframing, listen with empathy</li> <li>- Dialogue structure</li> <li>- I-Messages, constructive feedback and sandwich technique</li> <li>- Mastering communication in the broad field of diversity</li> <li>- The art of saying "No"</li> <li>- Solution-oriented questions</li> <li>- Adjusting the communication style to the situation</li> </ul>

<b>Key competencies</b>	<ul style="list-style-type: none"> <li>- communication skills</li> <li>- active listening</li> <li>- give constructive feedback</li> <li>- assertiveness</li> </ul>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	14
<b>Pre-, in-between, post-workload (hrs) and details</b>	<p><b>Pre course work (6h):</b> Note down and bring examples of „good“ and „bad“ communication you experienced.</p> <p>Optional read: Patterson K, Grenny J, McMillan R, Switzler A (2012) Crucial Conversations. Tools for Talking When Stakes Are High. 2<sup>nd</sup> ed. McGraw-Hill, New York.</p> <p><b>Post course work (4h):</b> Review handout</p> <p>Essay on learnings and examples of methods applied in real life situations.</p>



## Entrepreneurship 101: How to develop an Innovative mindset

<b>Course reference</b>	24-25SUM-ENTR
<b>Facilitators</b>	University of Luxembourg Incubator with the support of external speakers
<b>Dates</b>	15 & 18 April 2025
<b>Time</b>	09:00-17:00
<b>Target group</b>	All PhD students
<b>Location</b>	In class – Belval Campus (Incubator premises)
<b>Description</b>	<p><b>Entrepreneurship 101</b> 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.</p> <p><b>Teaching Methods</b></p> <p>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.</p> <p><b>Course Objectives</b></p> <p>This two-day program offers a structured framework to:</p> <ul style="list-style-type: none"> <li>- Professionalize research projects.</li> <li>- Identify market needs, uncover opportunities, and evaluate the viability of ideas.</li> <li>- Understand the FNR Jump funding instrument.</li> <li>- Gain insights into the Partnership, Knowledge &amp; Technology Transfer Office at the University of Luxembourg.</li> <li>- Network with fellow researchers and collaborate with expert mentors.</li> </ul> <p><b>Deliverables</b></p> <p>By the end of the course, participants will create a report or slide deck that includes:</p> <ul style="list-style-type: none"> <li>• Personal introduction.</li> </ul>

	<ul style="list-style-type: none"> <li>• Project overview.</li> <li>• Identified market needs.</li> <li>• Proposed solutions.</li> <li>• Feedback received.</li> <li>• Next steps.</li> <li>• Key lessons learned.</li> </ul>
<b>Key competencies</b>	<ul style="list-style-type: none"> <li>○ Entrepreneurship</li> <li>○ Creativity</li> <li>○ Innovation</li> <li>○ Problem-solving</li> </ul>
	<p><u>DAY 1 – April 15<sup>th</sup> (8 hours)</u></p> <p>The first day will focus on inspiring participants, including the following:</p> <ul style="list-style-type: none"> <li>- Inspiration session with researchers who turned into business founders</li> <li>- Deconstruct your PhD and unlock potential</li> <li>- Problem framing and need identification – the job to be done</li> <li>- Icebreaking activity – solve one problem with multiple solutions</li> <li>- Opportunity spotting workshop - opportunity statement</li> </ul> <p><u>DAY 2 – April 18<sup>th</sup> (8 hours)</u></p> <p>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.)</p> <ul style="list-style-type: none"> <li>- Mentoring session and need/solution assessment</li> <li>- Feedback question burst</li> <li>- FNR Jump info session</li> <li>- PakTTO info session</li> <li>- Wrap up and evening cocktail with guests</li> </ul>
<b>ECTS</b>	2
<b>In-person course workload (hrs)</b>	16
<b>Pre-, in-between, post-workload (32 hrs) and details</b>	<p><b>Pre-course work</b> - watch related videos and use related brainstorming tools</p> <p><b>Post-course work</b> – prepare final assignment</p>

## MANAGING YOUR RELATIONSHIP WITH YOUR THESIS DIRECTOR - Group 1

<b>Course reference</b>	24-25SUM-THES1
<b>Facilitator</b>	Dr. Hann Stephanie
<b>Dates</b>	22, 23, 24 & 25 April 2025
<b>Time</b>	9.00-13.00
<b>Target group</b>	1 <sup>st</sup> and 2 <sup>nd</sup> year PhD students
<b>Location</b>	Online
<b>Description</b>	<p>Completing a Doctorate is a demanding, challenging experience and the role a Supervisor plays in supporting, and guiding the process is vitally important. The supervision relationship is therefore one of the most important in a Doctoral Candidate's life.</p> <p>The aim of this workshop is to ensure that Candidates do all that they can to ensure the supervisory relationship is both positive and productive.</p> <p>During the workshop, participants will consider the roles and responsibilities of both supervisor and candidate from the beginning to the completion of the Doctoral Program. A range of successful ways of working together will be discussed and a set of potentially difficult supervisory situations will be identified so that Candidates can avoid or respond effectively to them.</p> <p>The individual working styles, approaches and motivations of Candidates and Supervisors will be analyzed so that good communications can be developed and effective support provided. Practical advice will be provided on ways of working effectively with your supervisor to get useful feedback on your progress and the quality of your work and to meet research challenges together.</p> <p><b>Methods:</b> Besides the theoretical input from the trainer, there will be many opportunities for individual work and small group work as well as for group discussion and the plenum. Each participant is encouraged to work on their specific challenges and will receive individualized tips and feedback.</p>
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>– Expectations of Supervisors</li> <li>– Expectations of Doctoral Candidates</li> <li>– Possible challenges</li> <li>– Successful meetings</li> <li>– Handling of feedback</li> </ul>

<b>Key competencies</b>	<ul style="list-style-type: none"> <li>– Communication</li> <li>– Problem solving</li> </ul>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	18
<b>Pre-, in-between, post-workload (hrs) and details</b>	<p><b>Pre course work (2h):</b></p> <p>Participants are asked to reflect on the relationship they have with their thesis director. It can be done in form of a SWOT-analysis.</p> <p><b>Post course work (4h):</b></p> <p>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.</p>

## Public speaking skills

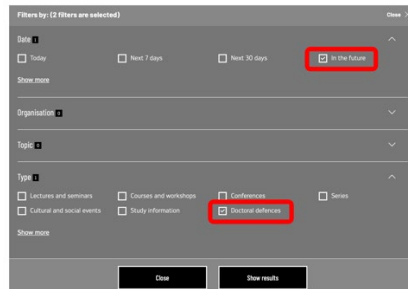
<b>Course reference</b>	24-25SUM-DEF
<b>Facilitators</b>	Dr. Ruth Reicher & Ms. Claire Thill
<b>Dates</b>	29, 30 April & 6, 7 May 2025
<b>Time</b>	14:00-17:00
<b>Target group</b>	3 <sup>rd</sup> or 4 <sup>th</sup> year doctoral candidates defending within 6 months
<b>Location</b>	On-campus (Belval)
<b>Description</b>	<i>[...] 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)</i>
<b>General information</b>	This interactive course teaches students how to set goals, structure the content of their presentation in a compelling and impactful way and use both body and voice to keep their audience engaged. The innovative approach of the course lies in the fact that it draws from the dual experience of both someone who has defended a dissertation at the University of Luxembourg as well as of an actress who is an expert in stage performance and whose work demands daily interaction with a live audience. By combining academic rigor with practical, creative insights, the course offers a unique and comprehensive learning experience.
<b>Aim of the course</b>	The course provides a unique opportunity for doctoral candidates to learn, practice, and get feedback on their speaking skills in person.
<b>Format of course</b>	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. You will be shown examples from various types of presentations and learn different breathing and improvisation techniques from the acting world.
<b>Topics covered</b>	<p><b>General information on the defense / useful knowledge:</b></p> <ul style="list-style-type: none"> <li>• understand the defense format theoretically</li> <li>• obtain knowledge of the framework and its possibilities</li> <li>• 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)</li> </ul>

	<p><b>Practical implementation options:</b></p> <ul style="list-style-type: none"> <li>• learn how to manage your nerves through acting techniques and breathing exercises</li> <li>• learn different voice techniques to create clarity and impact</li> <li>• develop spatial awareness and techniques of how to read a room</li> <li>• develop awareness of non-verbal communication, body language</li> <li>• explore practical tips on audience engagement and ensuring your key messages land</li> <li>• learn public speaking and communication skills through exercises as well as by watching and analysing examples</li> <li>• analysis of how to convey a message and how it is received, how to create a dialogue with your audience</li> <li>• learn different improvisation techniques and how to be creative on the spot</li> </ul>
<b>Key competencies</b>	<p>Public speaking skills</p> <p>Communication skills</p> <p>Self-awareness</p> <p>Stress management</p>
<b>ECTS</b>	1
<b>In-person course workload</b>	12 hours
<b>Pre-workload (13h)</b>	<p>1. Please read the following article critically:</p> <p>Lantsoght, Eva O. L. "Effectiveness of Doctoral Defense Preparation Methods." <i>Education sciences</i> 12.7 (2022), online: <a href="https://www.mdpi.com/1717836">https://www.mdpi.com/1717836</a>.</p> <p>Choose one of the presented methods and take notes on the key findings related to the chosen method. Bring the notes with you by <b>April 29, 2025</b>.</p> <p>2. Attend a doctoral defense before <b>April 29, 2025</b> (disputation) at the University of Luxembourg, preferably at your faculty, and address the following questions in a short essay:</p> <ul style="list-style-type: none"> <li>▪ How was the topic presented?</li> <li>▪ How did the doctoral candidate respond to questions and criticisms from the examination committee?</li> </ul>

- 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](mailto:ruth.reicher@uni.lu) and [claire.thill@gmail.com](mailto:claire.thill@gmail.com) by **May 2, 2025**.

Under [uni.lu/events](https://uni.lu/events), you can find information on upcoming PhD defenses.



Additional workload will be announced during the course.

## Teaching with Digital Media & Technologies

<b>Course reference</b>	24-25SUM-TEADM
<b>Facilitator</b>	Dr. Margault Sacré
<b>Dates</b>	05 & 06 May 2025
<b>Time</b>	10-17h
<b>Target group</b>	All doctoral candidates
<b>Location</b>	On-campus (Belval)
<b>Description</b>	<p>This course builds on pedagogical theories to explore the integration of digital media and technologies in higher education. We will examine how digital tools can facilitate teaching and learning. The course combines theoretical insights, group discussions and hands-on activities using digital tools provided by the university.</p> <p>You will develop:</p> <ul style="list-style-type: none"> <li>- Your understanding of pedagogical theories and how digital tools can facilitate or hinder teaching and learning;</li> <li>- Your ability to use digital tools for teaching (quiz tools, Microsoft Whiteboard, Moodle features)</li> </ul>
<b>Key competencies</b>	<ul style="list-style-type: none"> <li>- Teaching with digital media</li> </ul>
<b>ECTS</b>	1
<b>In-person course</b>	12
<b>Pre-, in-between, post-workload (9hrs) and details</b>	<p><b>Pre course work (5h):</b></p> <ul style="list-style-type: none"> <li>• Read Chi, M. T. H., &amp; Wylie, R. (2014). The ICAP Framework : Linking Cognitive Engagement to Active Learning Outcomes. Educational Psychologist, 49(4), 219 243. <a href="https://doi.org/10.1080/00461520.2014.965823">https://doi.org/10.1080/00461520.2014.965823</a></li> <li>• You will bring the description and objectives of a course you taught/are teaching/will be teaching in higher education.</li> <li>• You will complete a questionnaire (link on Moodle), deadline May 4 at 23:59.</li> </ul> <p><b>Post course work (4h):</b></p> <ul style="list-style-type: none"> <li>• You will submit a one-page reflection discussing how a specific digital tool could be integrated into your course. Your reflection should address the drawbacks and benefits of this integration. Submission via Moodle on June 8 at 23:59.</li> <li>• You will complete a questionnaire (link on Moodle), deadline May 10 at 23:59.</li> </ul>



## GOOD SCIENTIFIC PRACTICE - Group B

<b>Course reference</b>	24-25SUM-GSPB
<b>Facilitator</b>	Mr. Tom Lindemann
<b>Dates</b>	13, 14, 15 & 16 May 2025
<b>Time</b>	13 May in-class: 13h30-17h30 14 May online: 13h30-16h30 15 May in-class: 13h30-17h30 16 May online: 13h30-16h30
<b>Target group</b>	Priority to 1 <sup>st</sup> and 2 <sup>nd</sup> year PhD students
<b>Location</b>	In class & online, Kirchberg Campus
<b>Description</b>	<p>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.</p> <p>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.</p> <p>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</p>

	<p>encountered or are likely to encounter in their own research to enhance their capacity to act with integrity and competently navigate difficult situations.</p> <p>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</p>
<b>Key competencies</b>	<ul style="list-style-type: none"> <li>– Knowing key concepts, principles, norms, values of research integrity, as well as enhanced capacity to act in accordance with them.</li> <li>– Identifying and preventing research misconduct and unacceptable research practice.</li> <li>– Working in accordance with key principles, norms, and values of research integrity.</li> <li>– Managing research integrity conflicts and dilemmas, as well as competently handling research misconduct and unacceptable research practices in case they occur.</li> </ul>
<b>ECTS</b>	1
<b>In-person course workload</b>	14h
<b>Pre and post-workload and details</b>	<p>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.</p> <p>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."</p>

## Happy Doctorate - Bringing care to your Wellbeing & Stress

<b>Course reference</b>	24-25SUM-HAPPY
<b>Facilitator</b>	Dr Maurizio Cortesi
<b>Dates</b>	14, 21, 28 May, 4, 11, 18, 25 June 2025
<b>Time</b>	<p>14/05 (in-class): 14:00-17:00</p> <p>21/05 (online): 16:00-17:00</p> <p>28/05 (in-class): 15:00-17:00</p> <p>04/06 (online): 16:00-17:00</p> <p>11/06 (in-class): 15:00-17:00</p> <p>18/06 (online): 16:00-17:00</p> <p>25/06 (in-class): 14:00-17:00</p>
<b>Target group</b>	<p>1<sup>st</sup> and 2<sup>nd</sup> year doctoral candidates have priority.</p> <p>3<sup>rd</sup> year doctoral candidates are also accepted, should seats remain available.</p>
<b>Location</b>	<p>Main sessions: Belval Campus</p> <p>Check-ins: online via WebEx</p>
<b>Description</b>	<p>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.</p> <p>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.</p> <p>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 <b>attention dynamics and concentration</b>; with <b>stress reactivity and regulation</b>; with our habitual patterns and our <b>capacity for flexible and adaptive responses</b>; and, with the <b>ways we can build and cultivate resources for wellbeing over time</b> (as a preventive measure, as well as during a crisis; individually, as well as collectively).</p>

<p><b>Topics covered:</b></p>	<p>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.</p> <p>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.</p> <p>We are not expected to be perfect, nor to become perfect: just bring in a sense of curiosity and engagement.</p> <p><b>Important: due to the nature of the topics and of the exploration we will share, attendance to all sessions is expected</b> 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.</p> <ul style="list-style-type: none"> <li>- Knowing the basics of attention dynamics</li> <li>- Integrating practices for attention and concentration</li> <li>- Uncovering and developing some beneficial personal strategies for attention and time management</li> <li>- Understanding the main theory of stress reactivity (the 3 Fs)</li> <li>- Understanding how stress impacts the body-mind</li> <li>- Knowing the difference between reactivity and responsiveness</li> <li>- Integrating strategies for stress regulation</li> <li>- Knowing the importance of building resources for resilience over time</li> <li>- Integrating beneficial practices for resilience and wellbeing</li> <li>- Honing awareness and reflection on one's own situation and needs</li> <li>- Discovering and integrating adaptive and flexible approaches to one's wellbeing</li> <li>- Appreciating the interacting between attention, resources, and stress and emotional experience</li> <li>- Understanding ways individual and collective wellbeing impact each other</li> </ul>
<p><b>Key competencies</b></p>	<ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Time and focus management</li> </ul>
<p><b>ECTS</b></p>	<p>2</p>

<b>In-person course workload (hrs)</b>	13
<b>Pre-, in-between, post-workload (hrs) and details</b>	<p><b>Pre course work (1h):</b> 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.</p> <p><b>In-between (20h):</b> 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.</p> <p><b>Post course work (17h):</b> 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.</p>

## Empowering Your Doctorate Journey and Building a Strategic Network

<b>Course reference</b>	24-25SUM-NET
<b>Facilitator</b>	Dr. Laurence Theunis
<b>Dates</b>	19 May, 19, 20 June 2025
<b>Time</b>	09:00-17:00 for May 19, in class 09:00-12:30: June 19&20, Online
<b>Target group</b>	End of first year doctoral candidates
<b>Location</b>	In class, Belval Campus & Online
<b>Description</b>	<p><b>Day 1: Follow Your Rise in Skills Throughout the Doctorate with a Portfolio</b></p> <p><b>Morning Session: Presentation of the Learning Portfolio and Skills</b>  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.</p> <p><b>Afternoon Session: Adopting a Proactive Role in Your Doctoral Training</b>  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 <b>intersessional</b> 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.</p> <p><b>Day 2: Build and Activate Your Network for Career Success</b>  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.</p> <p><b>Day 3: Understanding the Role of the Network in career planning.</b>  Identify the facilitating power of the network.  Use the network in constructing your career path(s) (business survey).</p>

	<p>Mobilize your network to learn about the job market. Access professional opportunities and the hidden job market. Practice introducing yourself to new network contacts.</p> <p><b>Outcomes for Participants:</b> 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.</p> <p><b>Methods</b> Interactive training; illustrated by concrete examples, advice; Practical exercises, theoretical presentations, portfolio analysis (using your internal tool DEA), and interactive discussions.</p>
<b>Key competencies</b>	<ul style="list-style-type: none"> <li>– Career management &amp; planning</li> <li>– Anticipation</li> <li>– Self-development</li> <li>– Progress monitoring</li> <li>– Becoming aware of one's doctoral skills and their transferability</li> <li>– Networking</li> </ul>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	16
<b>Pre-, in-between course workload (hrs) and details</b>	<p><b>Pre course work (2h):</b> Literature reading</p> <p><b>Work during the course: (7h):</b> 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.</p>

## STARTING RESEARCH

<b>Course Title</b>	Starting research
<b>Course reference</b>	24-25SUM-STAR
<b>Facilitator</b>	Dr. Claire Godet
<b>Dates</b>	20, 21, 22 & 23 May 2025
<b>Time</b>	09:00-13:00
<b>Target group</b>	Mainly first year doctoral candidates but also open to 2 <sup>nd</sup> year doctoral candidates
<b>Location</b>	Belval campus
<b>Description</b>	<p>This four-day training aims at answering all the questions you might have when starting your PhD.</p> <p>Research is a process that takes a lot of work and dedication. It can be overwhelming, especially if you are just starting out, so it's good to know what to do and how to prepare yourself as much as possible before you jump into the research pool.</p> <p>The theoretical sections will be completed with practical exercises in class and at home. Every day, students will need to complete homework for the next session.</p>
<b>Topics covered</b>	<p>This course is designed to help you in the early stages of your research. We will cover four sets of important questions that all researchers must answer before starting their project:</p> <ul style="list-style-type: none"> <li>- What is research? What is a doctoral thesis? How to write a research paper?</li> <li>- How to engage with others' work? How to write a literature review? What is academic integrity?</li> <li>- How to manage your references? How to use Zotero?</li> <li>- How to manage your research project?</li> <li>- What do you need to do before submitting your PhD thesis? What comes after the PhD?</li> </ul>
<b>Key competencies</b>	<ul style="list-style-type: none"> <li>- Time and priority management</li> <li>- Project management</li> </ul>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	16



<p><b>Pre- (4h), in-between (1h), post-workload (4h)</b></p>	<p><b>Pre course work:</b></p> <p>Readings:</p> <p>McCain, K. (2016) The Nature of Scientific Knowledge: An Explanatory Approach, London: Springer, pp. 1-23.</p> <p>Pritchard, D. (2010) What is This Thing Called Knowledge?, London: Routledge, pp. 3-29.</p> <p>University of Luxembourg (2023) "Understanding and Avoiding Plagiarism: A guide for Students", Uni.lu official documents, available online: <a href="https://www.uni.lu/lle-en/skills-support/plagiarism/">https://www.uni.lu/lle-en/skills-support/plagiarism/</a>, last viewed 19/01/2024.</p> <p><b>In-between and post course work:</b></p> <p>Homework will be given during the classes. Active participation is strongly encouraged during the course.</p>
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## ATELIER D'ECRITURE INTENSIF

<b>Course reference</b>	24-25SUM-ECR
<b>Facilitator</b>	Prof. Dr. Eve Lejot
<b>Dates</b>	21, 22 et 23 Mai 2025
<b>Time</b>	Mercredi, jeudi et vendredi 09:00-18:00
<b>Course requirement</b>	Course held in French
<b>Location</b>	Belval Campus
<b>Description</b>	<p>Ce séminaire accompagne les doctorants dans la rédaction de leur doctorat. Nous commencerons par un apport théorique du Prof. Dr. Françoise Boch de l'Université Stendhal de Grenoble pour recadrer la problématique du doctorat. Des temps d'écriture seront mis en place suivis par des temps de relectures entre pairs afin d'améliorer la clarté conceptuelle et rédactionnelle grâce au feedback du groupe. Présenter son travail et commenter celui des autres sont deux axes qui permettent de développer une pratique réflexive sur les stratégies de travail de chacun. Par ailleurs, les moments d'apports théoriques et des exercices sur la relecture des différentes versions d'un écrit académique et la posture de l'auteur permettront aux doctorants de continuer la rédaction de leurs travaux avec des objectifs d'écriture plus clairs ainsi que de nouvelles stratégies pour maintenir la motivation quelle que soit l'avancée de leur rédaction de thèse au moment de leur participation au cours.</p> <p>Le cours est ouvert aux doctorant(e)s :</p> <ul style="list-style-type: none"> <li>- de toutes les disciplines</li> <li>- qui écrivent leur doctorat en français, en allemand ou en anglais</li> <li>- de milieu de 1ère, de 2ème et de 3ème année.</li> </ul> <p>Dans ce séminaire, les doctorants atteignent trois objectifs :</p> <ul style="list-style-type: none"> <li>- Engager un processus rédactionnel</li> <li>- Rédiger la problématique de leur thèse de doctorat</li> <li>- Commenter de manière constructive les travaux de ses pairs</li> </ul>
<b>Key competencies</b>	<ul style="list-style-type: none"> <li>- Rédaction de thèse</li> <li>- Savoir faire des critiques constructives</li> </ul>
<b>ECTS</b>	2
<b>In-person course workload (hrs)</b>	32
<b>Course pre (11h) &amp; in-between (7h) work</b>	<p>Travail à faire :</p> <ul style="list-style-type: none"> <li>- Rédaction de textes académiques liés au doctorat</li> <li>- Lecture des travaux des membres du groupe</li> </ul>

## INDUCTION DAYS

<b>Course reference</b>	24-25-SUM-IND
<b>Facilitators</b>	Collective (internal professors, staff members & external speakers)
<b>Dates</b>	2, 3, 4, 5, 6 June 2025
<b>Time</b>	Program under construction: +/- 9 am – 5 pm
<b>Target group &amp; registration process</b>	Doctoral candidates who have joined the University of Luxembourg as of September 15 <sup>th</sup> 2024 until May 15 <sup>th</sup> 2025 included are automatically registered on the Moodle course page of the induction days and attendance is mandatory
<b>Location</b>	On-campus (Belval, except for DSL's day in Kirchberg)
<b>Description</b>	<p>The office of doctoral studies (B.E.D. – TS) offers Induction days for new doctoral candidates joining the University of Luxembourg. The purpose of the Induction Days is to give all new doctoral candidates guidance on academic requirements, culture, and expectations right from the beginning of their doctoral studies. A condensed program of transferable skills will equip the participants with the most needed soft skills to start their doctorate and grant them a sense of belonging to the research community, ensuring they get the right points of contact.</p> <p>A detailed programme will be communicated via Moodle in due time.</p>
<b>Key competencies</b>	<ul style="list-style-type: none"> <li>• Work ethically - Good scientific practice</li> <li>• Time and priority management</li> <li>• Project management</li> <li>• Data management - Open science</li> <li>• Conflict management</li> <li>• Mediation Skills</li> <li>• Networking skills</li> <li>• Assertiveness in research</li> <li>• Presentation and teaching skills</li> </ul>
<b>ECTS</b>	Full participation to the induction days (including pre-course work) will guarantee a <b>minimum of 2 ECTS</b> from the Transferable Skills team. Possible further credits will be allocated by the doctoral schools.
<b>In-person course workload</b>	40h
<b>Pre-course workload (11h) and details</b>	<p><b>Epigeum - 6h:</b></p> <ul style="list-style-type: none"> <li>• Research integrity - Core</li> <li>• Research integrity - Supplementary: Conflict of interest</li> <li>• Research integrity - Supplementary: Intellectual property</li> </ul>

	<p><b>Nature Masterclasses online courses - 5h:</b></p> <ul style="list-style-type: none"> <li>• For the DSSE &amp; DSFEM, please take the course "Creating successful research posters"</li> <li>• For the DSHSS, please complete the courses 'Introduction to Collaboration' and 'Persuasive Grant Writing'</li> <li>• For DSL, please complete "Building a strong online researcher profile" and "Increasing your visibility as a researcher using social media"</li> </ul>
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## MANAGING YOUR RELATIONSHIP WITH YOUR THESIS DIRECTOR - Group 2

<b>Course reference</b>	24-25SUM-THES2
<b>Facilitator</b>	Dr. Hann Stephanie
<b>Dates</b>	10, 11, 12 & 13 June 2025
<b>Time</b>	9.00-13.00
<b>Target group</b>	1 <sup>st</sup> and 2 <sup>nd</sup> year PhD students
<b>Location</b>	Online
<b>Description</b>	<p>Completing a Doctorate is a demanding, challenging experience and the role a Supervisor plays in supporting, and guiding the process is vitally important. The supervision relationship is therefore one of the most important in a Doctoral Candidate's life.</p> <p>The aim of this workshop is to ensure that Candidates do all that they can to ensure the supervisory relationship is both positive and productive.</p> <p>During the workshop, participants will consider the roles and responsibilities of both supervisor and candidate from the beginning to the completion of the Doctoral Program. A range of successful ways of working together will be discussed and a set of potentially difficult supervisory situations will be identified so that Candidates can avoid or respond effectively to them.</p> <p>The individual working styles, approaches and motivations of Candidates and Supervisors will be analyzed so that good communications can be developed and effective support provided. Practical advice will be provided on ways of working effectively with your supervisor to get useful feedback on your progress and the quality of your work and to meet research challenges together.</p> <p><b>Methods:</b> Besides the theoretical input from the trainer, there will be many opportunities for individual work and small group work as well as for group discussion and the plenum. Each participant is encouraged to work on their specific challenges and will receive individualized tips and feedback.</p>
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>– Expectations of Supervisors</li> <li>– Expectations of Doctoral Candidates</li> <li>– Possible challenges</li> <li>– Successful meetings</li> <li>– Handling of feedback</li> </ul>

<b>Key competencies</b>	<ul style="list-style-type: none"> <li>– Communication</li> <li>– Problem solving</li> </ul>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	18
<b>Pre-, in-between, post-workload (hrs) and details</b>	<p><b>Pre course work (2h):</b></p> <p>Participants are asked to reflect on the relationship they have with their thesis director. It can be done in form of a SWOT-analysis.</p> <p><b>Post course work (4h):</b></p> <p>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.</p>

## GOOD SCIENTIFIC PRACTICE - Group C

<b>Course reference</b>	24-25SUM-GSPC
<b>Facilitators</b>	Dr. Marija Franka Žuljević, Dr. Ivan Buljan, Dr. Stjepan Ljudevit Marušić
<b>Dates</b>	12 & 13 June 2025
<b>Time</b>	09.00-15.30
<b>Target group</b>	Recommended for 1 <sup>st</sup> and 2 <sup>nd</sup> year PhD students
<b>Location</b>	Online
<b>Description</b>	<p>The main goal of this course is to provide the knowledge and tools for PhD students with which they can navigate the academic world in respect to good scientific practice and the responsible conduct of research. This two-day workshop has an interactive format with multiple structured discussions and practical tasks, along with an opportunity to contact the course facilitators with questions about the students' own research topics and work related to their PhD.</p> <p>Aside from being introduced to key resources on research integrity, such as the Embassy of Good Science website, students will be instructed in various relevant issues related to responsible academic practice (see course content below), ranging from the misinterpretation of research findings to the use of ChatGPT in academia. There will also be multiple interactive workshops with ethical dilemmas and cases for structured discussion, based on the framework of the VIRT2UE learning program for a virtue-based approach to research integrity. Two of them will take place in small groups (breakout rooms in the case of online teaching), where a card game system will be used to foster discussion.</p> <p><u>Course content:</u></p> <ul style="list-style-type: none"> <li>• Introduction to research integrity – through interactive card game-based discussion of research values, transgressions, as well as research integrity issues that appear in various scientific disciplines;</li> <li>• Virt2ue exercise: Debate and dialogue- an exercise in research communication and recognition of critical parts of ethically ambiguous situations;</li> <li>• Responsible peer review: practical overview of what reviewers should avoid, types of improper behavior by reviewers, ethical peer review;</li> <li>• Peer review card game: a moderated group-based discussion on different aspects of peer review and whether their implementation represents good scientific practice or not.</li> <li>• Virt2ue exercise - Dilemma game: training and discussion about potential behaviors in situations related with research misconduct;</li> </ul>

	<ul style="list-style-type: none"> <li>• Research reproducibility and replicability: examples from different disciplines and the replication crisis in science;</li> <li>• The use of ChatGPT in academia: research integrity issues, ongoing debates and questions, plagiarism and practical considerations;</li> </ul>
<b>Key competencies</b>	<ul style="list-style-type: none"> <li>– Knowledge of good scientific practice</li> <li>– Identify scientific misconduct</li> <li>– Work ethically</li> <li>– Conflict management</li> </ul>
<b>ECTS</b>	1
<b>In-person course workload</b>	14h
<b>Pre-, in-between, post-workload and details</b>	<p>Post course work (11h)</p> <p>Further details will be shared in due time in the Moodle course page</p>



## Developing your teaching skills - Group B

<b>Course reference</b>	24-25 SUM-DVPTTB
<b>Facilitator</b>	Dr. Susan Dunn
<b>Dates</b>	16 & 17 June 2025
<b>Time</b>	Day 1: 09:30-13:00 Day 2: 09:00-16:30
<b>Target group</b>	Minimum of 3 hours teaching is required
<b>Location</b>	Belval Campus
<b>Description</b>	<p>Are you a doctoral student doing some teaching for the first time? These workshops are designed to help develop your understanding of teaching and learning in order to become a more effective teacher. We will draw on your current experiences of teaching, introduce some current pedagogic theories and consider how to best plan and deliver teaching sessions in your subject area. We then move on to look at some strategies for classroom activities and explore challenges that may arise.</p> <p>The sessions will provide participants with the opportunity to share their experiences of teaching and develop good practice supported by the workshop leader.</p>
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>– Distinguish between teaching and learning</li> <li>– Outline some theories about learning and describe some factors that need to be considered when planning a teaching session</li> <li>– Employ teaching strategies underpinned by established good pedagogic practice.</li> <li>– Give and receive feedback on teaching skills</li> <li>– Develop activities to encourage active learning</li> <li>– Devise some strategies helpful for students with diverse needs, expectations and experience of learning &amp; study</li> </ul>
<b>Key competencies</b>	<ul style="list-style-type: none"> <li>- Teaching skills</li> <li>- Give constructive feedback</li> </ul>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	10
<b>Pre- (3h), in-between (3h), post-workload (6h)</b>	<p><b>Pre course work:</b></p> <p>Preliminary reading: ABC of learning and teaching in medicine - Applying educational theory in practice.</p>

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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.

**Work during the course:**

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).

**Post course work:**

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)

## Leadership Skills

<b>Course reference</b>	24-25SUM-LEAD
<b>Facilitator</b>	Ms. Monika Palacios Gallo
<b>Dates</b>	17 & 18 June 2025
<b>Time</b>	09:00-12:00 - 13:00-17:00
<b>Target group</b>	All doctoral candidates
<b>Location</b>	Online
<b>Description</b>	<p><b>How to lead and motivate a team and plan efficiently</b></p> <p>Did you know that your leadership style and the quality of team communication have a huge impact on motivation and performance? That team dynamics can either become an obstacle or lead to a success story? Performance and results depend on the quality of teamwork, on established communication and cooperation structures and effective task management. And last but not least on your attitude, confidence (!) and ability to build trust, integrate and get every team member aboard. If you want to enhance your leadership and self-management skills and at the same time have fun with group exercises and role-playing games, this workshop is for you!</p> <p>After getting to know relevant leadership models, our focus will be on leading yourself. You will learn how to implement effective routines and tools right from the beginning in order to save you from common pitfalls. The workshop provides you with basic aspects of team dynamics and useful elements of leadership communication. Furthermore, we will discuss elements of motivating leadership and how to build trust and encourage teams towards the realization of goals.</p> <p>These new-found leadership skills will help you motivate and inspire a team, leverage teamwork i.e., initiate and maintain a positive team spirit and successful collaboration.</p>
<b>Methods</b>	<p>Trainer input, exercises, virtual role-play activities, breakout rooms, group discussions, video clip examples, feedback, etc. Each participant is encouraged to explore her style and thus expand their individual set of leadership skills.</p>
<b>Discussion points</b>	<ul style="list-style-type: none"> <li>- Relevant leadership models with focus on transformational leadership</li> <li>- Team development stages and team roles</li> <li>- Gains and losses coming with a leadership position</li> <li>- Elements of high performance teams</li> <li>- Plan and prioritize own and the team's tasks (Kanban method)</li> </ul>

	<ul style="list-style-type: none"> <li>- Lead yourself (attitude, growth mindset, confidence, strength orientation, work-life balance)</li> <li>- Communicate effectively in a leading role including meeting culture</li> <li>- Deal with emotions (own and others')</li> <li>- Unify diverse teams, integrate different personalities and interests (Riemann types)</li> <li>- Motivate and inspire by looking at your own motivation, by finding attractive goals, by making accomplishments visible, by encouraging and challenging with feedback</li> <li>- Build trust through listening and empathy</li> </ul>
<b>Key competencies</b>	<ul style="list-style-type: none"> <li>- Team management</li> <li>- Leadership skills</li> <li>- Conflict solving</li> </ul>
<b>ECTS</b>	1
<b>In-person course workload</b>	14h
<b>Pre-workload (7h)</b>	<p>Participants are asked to read:</p> <ul style="list-style-type: none"> <li>• Yukl GA (2010) Leadership in Organizations. 7th ed. Pearson Education, Prentice Hall: Chapter 11: "Leadership in Teams and Decision Groups" pages: 332-364.</li> <li>• Edmondson AC (2019) The Fearless Organization. Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth. Wiley &amp; Sons, Hoboken NJ. Chapter 7: Making it Happen</li> <li>• Dweck CS (2016) Mindset: The New Psychology of Success. Updated Edition, Ballantine, New York.</li> </ul> <p>You will also be asked to take the high5test.</p>
<b>Post-workload (4 h)</b>	Participants are asked to write a 1-2-page reflection on their learnings

## Data visualization and statistical graphics with Stata

<b>Course reference</b>	24-25SUM-DATA
<b>Facilitator</b>	Dr. Van Kerm Philippe
<b>Dates</b>	24, 25, 30 June 2025
<b>Time</b>	24 June: 10h30 - 12h & 14h00 - 15h30 25 June: 10h30 - 12h & 14h00 - 15h30 (Optional session from 15h45 to 17h15: advanced Stata) 30 June: 14h-17h (participants presentations)
<b>Target group</b>	All PhDs
<b>Location</b>	In class, Belval Campus
<b>Description</b>	<p>Data visualization and statistical graphics are fundamental ways to convey information and communicate scientific results. Easy as it may seem, preparing clear, accurate and effective graphics requires skills and care.</p> <p>The objective of this course is, first and foremost, to introduce a number of basic principles for data visualisation and statistical graphics and---learning from good and bad examples---to point out useful tips and tricks and to avoid common mistakes and develop effective visual communication. We will also look into the “grammar of graphics” and will review classic families of statistical graphics. The general principles and recommendations for data visualization and statistical graphics are relevant, irrespective of one’s preferred software environment.</p> <p>Second, the course will show how to create (possibly complex) graphics using the statistical software package Stata. Stata is a general-purpose software for statistical analysis, data management, and graphics. It is widely used among social and health scientists, but its flexibility for visualization and statistical graphics is often underestimated. For beginners, we will explore the use of packaged routines, ‘point-and-click’ features and simple scripts for replication. For advanced users, we will use more advanced programming features to script and create flexible, sophisticated graphics. (The Stata ‘beginner’ and ‘advanced’ sessions are offered as optional classes.)</p> <p>Applying concepts and tools covered in the course, participants will finally be challenged to prepare and present an original data visualization of their own, which will be discussed in the group. (Principles and examples shown in the first part of the course can be applied with, e.g., R’ggplot and Python’s matplotlib, plotly, etc. or, of course, with the Stata covered in the second part of the course.)</p>

	<p><u>Topics covered</u></p> <p>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 create complex graphics using the statistical software package Stata. During the course, participants prepare and present an original data visualization of their own to the group.</p>
<b>Key competencies</b>	<ul style="list-style-type: none"> <li>- Data visualization</li> <li>- Statistical graphics</li> </ul>
<b>ECTS</b>	1
<b>In-person course workload (hrs)</b>	9 to 10
<b>Pre-, post-course workload (hrs) and details</b>	<p><b>Pre course work (2h):</b></p> <p>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).</p> <p>Participants interested in Stata implementations should install Stata on their own laptops prior to the course (e.g., through UL's site license for UL students and staff -- instructions will be provided) and make themselves familiar with elementary Stata usage: opening and manipulating datasets, basic descriptive statistics, "do file" programming.</p> <p><b>Post course work (14h):</b></p> <p>In pairs, participants will search for a dataset relevant to their research and will develop one original data visualization of their own, making sure they follow the principles discussed in the session and using some of the tools presented on the first days of the course. They will present a first draft of their work during the last session and, on the basis of the comments received, will revise and finalize their artwork after the sessions.</p>

## GOOD SCIENTIFIC PRACTICE - Group D

<b>Course reference</b>	24-25SUM-GSPD
<b>Facilitator</b>	Mr. Tom Lindemann
<b>Dates</b>	03, 04 July 2025
<b>Time</b>	9h-17h
<b>Target group</b>	Priority to 1 <sup>st</sup> and 2 <sup>nd</sup> year PhD students
<b>Location</b>	In class, Belval Campus
<b>Description</b>	<p>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.</p> <p>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.</p> <p>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.</p>

	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
<b>Key competencies</b>	<ul style="list-style-type: none"> <li>– Knowing key concepts, principles, norms, values of research integrity, as well as enhanced capacity to act in accordance with them.</li> <li>– Identifying and preventing research misconduct and unacceptable research practice.</li> <li>– Working in accordance with key principles, norms, and values of research integrity.</li> <li>– Managing research integrity conflicts and dilemmas, as well as competently handling research misconduct and unacceptable research practices in case they occur.</li> </ul>
<b>ECTS</b>	1
<b>In-person course workload</b>	14h
<b>Pre and post-workload and details</b>	<p><b>Pre course work (1h):</b> The participants will be asked to watch the movie "On being a scientist" and read the European Code of Conduct for Research Integrity.</p> <p><b>Post course work (10h):</b> 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."</p>