

Transferable Skills Training

Office of the Vice-Rector for Research

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

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

Schedule – TS courses for Summer Semester 2020-2021*

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

Date	Time	Course title (quick link)	Instructor
March, 2, 3 & 4	9.00-17.00 on 2 9.00-12.00 on 3 & 4	Conflict Management	Ms. Monika M. Thiel
March, 8, 9, 10 & 11	14.00-17.00 on 8 9.00-12.00 on 9, 10 & 11	Leadership Skills	Ms. Monika M. Thiel
March, 15, 22 & 23	9.30-16.15 on 15 & 22 9.30-12.15 on 23	Good Scientific Practice (Group 1)	Dr. Michael Gommel
March, 18	9.00-17.00	Controlled by stress or stress under control	Ms. Monika M Thiel
March, 18 April, 1, 15, 29 May, 20 June, 10	14.00-16.30	Research Article Writing	Dr. Jennifer Skipp
March, 23, 30 April, 20 May, 4, 18 June, 1	09.45-12.15	Research Article Writing	Dr. Katrien Deroey
April, 27, 28, 29 & 30	09.00-13.00	Manage your relationship with your thesis director	Dr. Stephanie Hann
May, 6	Full Day (to be precised)	Becoming a Researcher	Collective: team of Research Facilitators from the FSTM
May, 10 to 20	Kick off WebEx: May 10 10.00-12.00	Introduction to Entrepreneurship	Incubator of the University of Luxembourg & external speakers

Date	Time	Course title (quick link)	Instructor
May, 10, 11 June, 14, 15, & 16	9.00-18.00 in May 9.00-15.00 in June	Science Communication	Mr. Dirk Hans & external speakers
May, 12 & 14	9.00-16.00 on 12 14.00-17.30 on 14	Effective visual communication	Dr. Jernej Zupanc
May, 17, 26, 31 June, 7, 14, 18	14.00-15.45	Building skills for your wellbeing	Dr. Maurizio Cortesi
May, 18, 19	09.45-13.15 on 18 14.00-17.30 on 19	Getting started in teaching (waiting list from summer 2020)	Dr. Susan Dunn
May 31 June, 1, 7 & 8	13.00-17.20	Introduction to Project management	Dr. Sylvie Fromentin
June, 2, 3 & 4	9.30-16.15 on 2 & 3 9.30-12.15 on 4	Good Scientific Practice (Group 2)	Dr. Michael Gommel
June, 8 & 9	09.45-13.15 on 8 14.00-17.30 on 9	Getting started in teaching (Group 1)	Dr. Susan Dunn
June, 10	9.00-12.00 13.00-16.00	My PhD life cycle	Ms. Anja Lenninger Ms. Kristina Berko
June, 21 & 22	09.45-13.15 on 21 14.00-17.30 on 22	Getting started in teaching (Group 2)	Dr. Susan Dunn
June, 28, 29 July, 5	10.30-15.00 on 28 & 29 14.00-17.00 on 5	Data visualisation and statistic graphics	Dr. Philipp van Kerm
July, 7, 8 & 9	9.30-16.15 on 7 & 8 9.30-12.15 on 9	Good Scientific Practice (Group 3)	Dr. Michael Gommel

Please check Moodle for potential changes

Registration and Contacts

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

CONFLICT MANAGEMENT

Course Title	Conflict Management - From confrontation to collaboration
Facilitator	Ms. Monika Maria Thiel
Date	02, 03 & 04 March 2021
Time	9 am -5 pm on 02 March ; 9-12 am for 03 & 04 March
Location	Online
Description	<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>Different personalities, goals or strategy preferences, different communication styles or behavior can lead to misunderstanding and conflict, to name just a few. More often than not, the results are time-consuming and destructive. Over time, motivation and performance levels of those involved may drop and gradually the situation becomes more difficult to resolve by reaching an understanding or consensus. This scenario does not have to be inevitable at all!</p> <p>This workshop introduces you to key competencies for successful dialogue facilitation and conflict resolution. Using analysis, self-management and communication tools learned here you can turn each confrontation into a constructive process.</p> <p>Methods</p> <p>Trainer input, individual self-reflection exercises, group exercises via breakout sessions, case studies, mentimeter polls, plenum discussions, video clips, feedback.</p> <p>Note: Participants are encouraged to bring their own cases for case work and group feedback.</p>
Topics covered	<p>Conflict dynamics</p> <p>Flexible use of competitive and co-operative negotiation</p> <p>Conflict analysis with the Thomas Kilmann Conflict Mode Instrument</p> <p>Identifying with conflict partner</p> <p>Clashing personality types (Riemann) and communication styles leading to gender- and culture-related issues</p> <p>Dealing with “difficult people” and attacks</p>

	<p>Three methods how to respond to conflict depending on escalation degree</p> <p>Short- and long-term self-management</p> <p>Balancing assertiveness and friendliness - saying “No” successfully</p> <p>Listening, giving feedback and asking solution-oriented questions</p>
ECTS	1
In-person course workload (hrs)	14
Pre-workload (hrs)	4
Pre course work	<p>Participants are asked to read Chapter 1 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.</p> <p>Fill out the questionnaire (to be found on Moodle in due time).</p>
Post-course workload (hrs)	4
Post course work	Review handout, write a self-reflexion paper (one-pager) focussing on learnings and selecting two tools to be practiced.

LEADERSHIP SKILLS

Course Title	Leadership Skills
Facilitator	Monika Maria Thiel, M.A.
Dates	08, 09, 10 & 11 March 2021
Time	2-5 pm on 08 March, 9-12 am on 09, 10 & 11 March 2021
Location	Online
Description	<p>How to lead and motivate a team and plan efficiently</p> <p>Did you know that your leadership style and the quality of team communication have a huge impact on motivation and performance? That team dynamics can either become an obstacle or lead to a success story. Performance and results depend on the quality of teamwork, on established communication and cooperation structures and on effective task management. And last but not least on your confidence (!) and ability to integrate and get every team member aboard. If you want to enhance your leadership and self-management skills and at the same time have fun with group exercises and role-playing games, this workshop is for you!</p>

	<p>You will reflect on your own role and strengths and learn how to implement effective tools right from the beginning in order to save you from common pitfalls. The workshop provides you with basic aspects of team roles, phases, useful meeting structures and task management elements. Here you will explore powerful communication tools such as the art of listening, creative problem solving and implementing a constructive feedback culture. Furthermore we will discuss elements of motivating leadership and how to build trust and encourage teams towards the realization of goals.</p> <p>These new-found leadership skills will help you motivate and inspire a team, leverage teamwork i.e., initiate and maintain a positive team spirit and successful collaboration.</p> <p>Methods:</p> <p>Trainer input, individual self-reflection exercises, group exercises via breakout sessions, case studies, mentimeter polls, plenum discussions, video clips, feedback</p>
ECTS	1
In-person course workload (hrs)	15
Pre- and post-workload (hrs)	8
Topics covered	<ul style="list-style-type: none"> • Team development stages and team management (Teamwork clock, team triangle) • Team roles • Elements of high performance teams • Transformational leadership • Meeting culture • Planning and prioritizing own and the team's tasks (Kanban method) • Leading yourself (self-awareness, enhance confidence, strength orientation, work-life balance) • Dealing with emotions (own and others') and leading by example • Unify diverse teams, integrate different personalities and interests (Riemann types) • Creative problem solving tools • Motivate and inspire by finding attractive goals, making accomplishments visible, encouraging and challenging with feedback • Building trust through listening and empathy
Course pre-work	Participants are asked to read Yukl GA (2010) Leadership in Organizations. 7th ed. Pearson Education, Prentice Hall: Chapter 11: "Leadership in Teams and Decision Groups" pages: 332-364.
Course post-work	Participants are asked to write a 1-2-page reflection on their learnings.

GOOD SCIENTIFIC PRACTICE Group 1

Course Title	Good Scientific Practice
Facilitator	Dr. Michael Gommel
Date	15, 22 & 23 March 2021
Time	Day 1 & Day 2: 9h30-16h15 Day 3: 9h30-12h15
Location	Online
Description	<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>
Topics covered	<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"> • Definitions of good scientific practice and scientific misconduct • Degrees and extent of scientific misconduct • Examples for responsible and irresponsible conduct of research • Data and source management • Authorship and the process of publication • Mentoring and supervision as tools for fostering good scientific practice • Conflict management: how to deal with scientific misconduct • Reactions to scientific misconduct • Responsibility and accountability of researchers • Local, national and international guidelines and regulations <p>The online workshop encourages the active involvement of the participants and features the following didactic elements: case studies, individual working sessions, plenary discussion, information input. Supporting documents will be provided after the workshop.</p>
ECTS	1
In-person course workload (hrs)	14

Post-course workload (hrs)	11
Post -course work	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.

CONTROLLED BY STRESS OR STRESS UNDER CONTROL

Course subtitle	Coping with Stress and Staying Healthy at Work
Facilitator	Monika Maria Thiel, M.A.
Dates	18 March 2021
Time	9 am - 5 pm
Location	Online
Description	<p>A PhD project is a challenging and sometimes demanding endeavor. It requires a lot of energy, commitment and stamina. Hence, maintaining a good work-life-balance is key and will remain relevant throughout your professional life. A large number of employees is affected by stress-related disease at some point of their career. However, it does not have to get that far!</p> <p>Would you like to actively prepare and protect yourself? Do you feel exhausted and would like to know how to realign and balance your vitality and your personal life with your commitment for your PhD project?</p> <p>This workshop provides you with an overview of warning signals and critical factors that might lead to burnout or stress-related disease. You will receive check lists in order to identify relevant signals at an early stage. Special interest will be paid to factors that enhance your health and prove useful as "first aid kit" when feeling exhausted.</p> <p>Case examples and suggestions together with practical exercises and self-reflection help you transfer your newly acquired knowledge. At the end of the workshop you will be able to identify critical pitfalls coming from stress, handle them in a more relaxed and constructive way thus using them for your own benefit.</p> <p>Methods:</p> <p>Trainer input, plenum discussions, breakout sessions, tests, exercises, mentimeter polls</p>
ECTS	N/A
In-person course workload (hrs)	8
Pre- and post-workload (hrs)	4
Topics covered	Warning signals for burnout

	<p>What is stress and how does stress develop?</p> <p>Stress reactions und symptoms, effects of permanent stress</p> <p>Salutogenesis und resilience</p> <p>Stress prevention: selected time and self-management tools</p> <p>„First aid“ und practical exercises (mindfulness, mental techniques, breathing and relaxation exercises)</p>
Course pre-work	Test and strength-oriented worksheet
Course post-work	Write a one-pager on learning points and related experiences made after the workshop

RESEARCH ARTICLE WRITING (J.SKIPP)

Course Title	Research Article Writing	
Facilitator	Dr. Jennifer Skipp	
Dates	18 March; 1, 15, 29 April; 20 May; 10 June	
Time	Individual consultations (one): choice between several dates (see on Moodle for the schedule) 14:00 – 16:30	
Location	Online	
Description	<p>This online course is only for those who are currently writing a research article.</p> <p>It will improve your insight into the structural, stylistic and rhetorical features of research articles as well as the writing and publication process.</p> <p>It will also provide opportunities for writing your research article, editing and reflection.</p> <p>This is not a language course (for academic language courses, consult the University of Luxembourg Language Centre site).</p> <p>This intensive course requires work every week and combines class sessions, research article writing, independent learning tasks, peer feedback and an individual consultation with the lecturer.</p>	
	Task submission deadlines for pre-sessions work	Dates of the classes
Week 1	16 March ILT: Starting and keeping writing (chapter 1)	Class session 1: 18 March, 14:00-16:30 Course info Proofreading tools Distraction-free writing
Week 2	25 March	

	<p>One of these ILTs:</p> <ul style="list-style-type: none"> -Abstracts & titles (chapter 7) -The Introduction section (chapter 8) -The Methods section (chapter 9) -Discussion & conclusion (chapter 10) 	
Week 3	<p>29 March ILT: Constructing coherent paragraphs (chapt 3)</p>	Class session 2: 1 April, 14:00-16:30 Constructing coherent paragraphs
Week 4	<p>12 April ILT: Crafting clear sentences (chapter 4)</p>	Class session 3: 15 April, 14:00-16:30 Crafting clear sentences
Week 5	<p>22 April Writing & reflection: 1</p>	22 April Consultations on demand (book by week 4 via Moodle)
Week 6	<p>26 April ILT: Reducing wordiness (chapter 5)</p>	Class session 4: 29 April, 14:00-16:30 Reducing wordiness
Week 7	<p>6 May ILT: Getting published (chapter 2)</p>	<i>Consultations on demand (book by week 6 via Moodle)</i>
Week 8	<p>20 May Writing & reflection: 2</p>	Class session 5: 20 May, 14:00-16:30 Getting published
Week 9	<p>3 June Another one of these ILTs:</p> <ul style="list-style-type: none"> -Abstracts & titles (chapter 7) -The Introduction section (chapter 8) -The Methods section (chapter 9) -Discussion & conclusion (chapter 10) 	3 June Consultations on demand (book by week 8 via Moodle)
Week 10	<p>10 June Peer review report</p>	Class session 6: 10 June, 14:00-16:30 Writing productivity Revision Q&A
Post-course work	<p>17 June Writing & reflection: 3</p>	
ECTS	2	
Pre-course work	Preparation for the first class session (deadline: 16 March 2021)	
Post-course work	Last writing and reflection task (deadline: 17 June 2021)	
Application for the course	<p>Admission is by application: submission of part of a research article you are writing/have written. If you are not the only or first author, you should indicate which parts are yours. The text may be a draft. Submission per mail to the lecturer: jennifer.skipp@ext.uni.lu Deadline: 16 February 2021</p>	

RESEARCH ARTICLE WRITING (K.DEROEY)

Course Title	Research Article Writing																									
Facilitator	Dr. Katrien Deroey																									
Dates	23 & 30 March; 20 April; 4 & 18 May; 1 June																									
Time	Individual consultations (one): choice between several dates (see on Moodle for the schedule) 9:45-12:15																									
Location	Online																									
Description	<p>This online course is only for those who are currently writing a research article.</p> <p>It will improve your insight into the structural, stylistic and rhetorical features of research articles as well as the writing and publication process. It will also provide opportunities for writing your research article, editing and reflection. This is not a language course (for academic language courses, consult the University of Luxembourg Language Centre site).</p> <p>This intensive course requires work every week and combines class sessions, research article writing, independent learning tasks, peer feedback and an individual consultation with the lecturer.</p> <table border="1" data-bbox="261 1167 1417 2004"> <thead> <tr> <th></th> <th>Task submission deadlines for pre-course work</th> <th>Dates of the classes</th> </tr> </thead> <tbody> <tr> <td></td> <td>16 March ILT: Starting and keeping writing (chapter 1)</td> <td></td> </tr> <tr> <td>Week 1</td> <td>22 March ILT: Constructing coherent paragraphs (chapter 3)</td> <td>Class session 1: 23 March, 945-1215 Course info Proofreading tools Distraction-free writing</td> </tr> <tr> <td>Week 2</td> <td>2 April One of these ILTs: -Abstracts & titles (chapter 7) -The Introduction section (chapter 8) -The Methods section (chapter 9) -Discussion & conclusion (chapter 10)</td> <td>Class session 2: 30 March, 945-1215 Constructing coherent paragraphs</td> </tr> <tr> <td>Week 3</td> <td>12 April ILT: Crafting clear sentences (chapter 4)</td> <td></td> </tr> <tr> <td>Week 4</td> <td>23 April Writing & reflection: 1</td> <td>Class session 3: 20 April, 945-1215 Crafting clear sentences</td> </tr> <tr> <td>Week 5</td> <td>26 April ILT: Reducing wordiness (chapter 5)</td> <td><i>Consultations on demand (book by week 4 via Moodle)</i></td> </tr> <tr> <td>Week 6</td> <td></td> <td>Class session 4: 4 May, 945-1215 Reducing wordiness</td> </tr> </tbody> </table>			Task submission deadlines for pre-course work	Dates of the classes		16 March ILT: Starting and keeping writing (chapter 1)		Week 1	22 March ILT: Constructing coherent paragraphs (chapter 3)	Class session 1: 23 March, 945-1215 Course info Proofreading tools Distraction-free writing	Week 2	2 April One of these ILTs: -Abstracts & titles (chapter 7) -The Introduction section (chapter 8) -The Methods section (chapter 9) -Discussion & conclusion (chapter 10)	Class session 2: 30 March, 945-1215 Constructing coherent paragraphs	Week 3	12 April ILT: Crafting clear sentences (chapter 4)		Week 4	23 April Writing & reflection: 1	Class session 3: 20 April, 945-1215 Crafting clear sentences	Week 5	26 April ILT: Reducing wordiness (chapter 5)	<i>Consultations on demand (book by week 4 via Moodle)</i>	Week 6		Class session 4: 4 May, 945-1215 Reducing wordiness
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	Week 7	14 May ILT: Getting published (chapter 2)	<i>Consultations on demand (book by week 6 via Moodle)</i>
	Week 8	21 May Writing & reflection: 2	Class session 5: 18 May, 945-1215 Getting published
	Week 9	28 May Another one of these ILTs: -Abstracts & titles (chapter 7) -The Introduction section (chapter 8) -The Methods section (chapter 9) -Discussion & conclusion (chapter 10)	<i>Consultations on demand (book by week 8 via Moodle)</i>
	Week 10	4 June Peer review report	Class session 6: 1 June, 945-1215 Writing productivity Revision Q&A
	Post-course work	11 June Writing & reflection: 3	
ECTS	2		
Pre-course work	Preparation for the first class session (deadline: 16 March 2021)		
Post-course work	Last writing and reflection task (deadline: 11 June 2021)		
Application for the course	Admission is by application: submission of part of a research article you are writing/have written. If you are not the author, you should indicate which parts are yours. The text may be a draft. Submission per mail to the lecturer: katrien.deroey@uni.lu . Deadline: 16 February 2021		

MANAGING YOUR RELATIONSHIP WITH YOUR THESIS DIRECTOR

Course Title	Managing your relationship with your thesis director
Facilitator	Dr. Stephanie Hann
Dates	27, 28, 29 & 30 April 2021
Time	9 am - 1 pm
Location	Online (good camera & connection required)
Description	Completing a Doctorate is a demanding, challenging experience and the role a Supervisor plays in supporting, and guiding the process is vitally important. The supervision relationship is therefore one of the most important in a Doctoral Candidate's life.

	<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>Methods:</p> <p>Besides the theoretical input from the trainer, there will be many opportunities for individual work and small group work as well as for group discussion and the plenum. Each participant is encouraged to work on their specific challenges and will receive individualized tips and feedback.</p>
Topics covered	<ul style="list-style-type: none"> - Expectations of Supervisors - Expectations of Doctoral Candidates - Possible challenges - Successful meetings - Handling of feedback
ECTS	1
In-person course workload (hrs)	16
Pre-workload (hrs)	2
Pre course work	Participants are asked to reflect on the relationship they have with their thesis director. It can be done in form of a SWOT-analysis.
Post-course workload (hrs)	4
Post course work	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.

BECOMING A RESEARCHER

Course Title	Becoming a Researcher
Facilitator	Collective : team of Research Facilitators from the FSTM (Faculty of Science, Technology & Medicine)
Date	06.05.2021
Time	Full day (precise time to be confirmed)
Location	Online
Description	<p>There are two main pillars that sustain the successful research career. The first is about you and your vision/contribution/"product" in the research field of your choice. At the beginning, finding the right University Program and supervisor is key.</p> <p>But after this first decision, other aspects, not purely scientific start to play an important role. All those non-purely scientific aspects, more human and practical aspects of the daily life of a researcher are the second pillar:</p> <ul style="list-style-type: none"> -The ability to navigate the human culture of your research group and beyond (within and outside the University), to get the supervision, mentoring and vision that will help you; -The ability to manage your project; -The ability to build your reputation and network, how to advance in your research career: from PhD to Postdoc to Principal Investigator. <p>We will propose some practical exercises that will help you reflect and design strategies to advance in your scientific career.</p>
Topics covered	<p>Identifying and discussing the following regarding your PhD project:</p> <ul style="list-style-type: none"> - Main objective and sub-objectives - Mains tasks - budget: individual PhD or Integrated In a larger project? - Outputs: deliverables vs. milestones - Innovation aspects - Risks of the Implementation: what can go wrong? How to minimize risks? - Communication of results - publications and conferences but what about outreach activities? <p>(Methods: workgroups, moderation techniques)</p>
ECTS	Not applicable
In-person course workload (hrs)	Full day (precise time to be confirmed)
Pre-workload (hrs)	1-2h
Course pre-work	<ul style="list-style-type: none"> - Write an abstract about your research project (2000 characters); - Make a plan for your PhD, define the objectives and the tasks than need to be done to accomplish them. Define the milestones along the process. Can you structure it along work packages and a time flow?

Post-course workload (hrs)	1-2h
Post course- work	Reflect on the course and correct the pre-course work accordingly and discuss it with the supervisor

INTRODUCTION TO ENTREPRENEURSHIP

Course Title	Introduction to Entrepreneurship
Facilitator	Collective (Entrepreneurship programme & University of Luxembourg Incubator with the support of external speakers)
Dates	from 10 to 20 May 2021
Time	self-paced except for kick-off meeting (May 10, from 10 to 12 am)
Location	Online and on Moodle
Description	<p>Many researchers (doctoral candidates, post-doc ...) will make a switch to industry at some point in their career. Knowledge of business aspects such as marketing, intellectual property rights, finance and business models are essential to succeed, but in the academic arena in which researchers learn their scientific skills these subjects aren't often elaborated upon. The Introduction to Entrepreneurship is an interactive course designed to test researchers' entrepreneurial appetite and jumpstart their entrepreneurial adventure. Whether researchers want to ignite their entrepreneurial spirit or get just enough flavor of entrepreneurship to flourish as entrepreneurs within any organization, they will learn the basic building blocks to excel.</p> <p>TEACHING METHODS</p> <p>The course consists of a mix of interactive and engaging workshops, discussions via Moodle (forum), problem-solving challenges tackled by researchers.</p>
Topics covered	<p>With a wide breadth of knowledge about entrepreneurship, creativity, innovation and business essentials, the skills learned during this workshop are vital for the success of any business, both new ventures as well as in established companies. The goal of this two days course is to provide you guidance with an overarching framework:</p> <ul style="list-style-type: none"> • To be aware of entrepreneurship opportunities • To be able to professionalize your research projects • To be aware of how to develop an entrepreneurial project such as: <ul style="list-style-type: none"> ○ Identify an opportunity ○ Evaluate an idea ○ Assess the market ○ Strategize your venture growth development ○ Pinpoint and manage the critical risks

	<ul style="list-style-type: none"> ○ Build a financial model and discover the key financial information ○ Learn to pitch effectively ○ Create your company in Luxembourg
ECTS	2
online course workload (hrs)	25 hours (including workshops assignments). These are self-paced and online workshops. Each workshop contains short video clips interspersed with text, questions, quiz and reflection, which allow participants to actively engage within the workshop.
Course pre-work	3 h : reading assignment (to be found on Moodle)
Course post-work	22 hours: Develop a holistic view of your business by building your own business model canvas (BMC), financial model and pitch deck based on your research project

SCIENCE COMMUNICATION

Course Title	Science Communication
Facilitator	Collective : Dirk Hans plus invited speakers, e.g. Nicolas Stamets (LISER)
Dates	10, 11 May, 14, 15 & 16 June 2021
Time	May: 9:00 – 18:00 (if online) 11:15-19:30 (if on site) June: 9:00 – 15:00
Location	Campus Belval safety measures with Covid-19 context OR online (Webex) The preferred mode for this course is in-person (with safety measures). If this is not possible, the course will be held online. The final mode will be determined and communicated until 2nd April the very latest.
Description	<p>Do you love science? Do you want to get people excited about it? Then participate in this science communication course held by biologist and long-time science journalist Dirk Hans and several other experts in the field (like e.g. Nicolas Stamets, Communications Manager at the LISER).</p> <p>Spread over two 2-day course blocks, this introductory course (!) will not only give you an understanding of basic concepts of science communication: Who are we communicating to and how do we best reach our audience? What is the science of communication? And what is worth being communicated?</p> <p>You will also get to know the organizational structures involved as well as different communication tools (e.g. print, social media or videos). Furthermore, you will practice some of them shortly during the course.</p> <p>You will develop some of the course content interactively (group work), write a press release and even found a new research center.</p>

	<p>Individually designed assignments will be prepared in groups in between the two block courses.</p> <p>Successful completion of the course will be based on the quality of completed assignments as well as regular attendance of the course.</p> <p>Please note: This course is not only suitable for life scientists, but for researchers of all disciplines (e.g. social sciences, law, etc.)!</p> <p>The course is one part of the DESCOM project (Doctoral Education in Science Communication) which is supported by the Luxembourg National Research Fund (FNR). DESCOM provides education in science communication to young scientists in order to sustainably foster the dialogue between researchers and the greater public or other stakeholders. You can also gain some hands-on experience and additional ECTS in a science communication internship at one of the partner institutes of DESCOM. Those internships will deepen your learning skills in science communication. Applications are possible year round. Further information about the internships can be found on the DESCOM website.</p> <p>If you have any question regarding the course or the internships, please contact Nicole Paschek.</p> <p>Please note: How to best communicate scientific results to other scientists from the same field of research is not a topic of this course. For this, please refer to other TS courses (e.g. Presentation Skills, Research Article Writing...).</p>
Topics covered	<p>Overall teaching goal: Understanding of basic concepts of science communication, knowledge of essential communication tools and organisational structures.</p> <p>Seminar incl. practices about:</p> <ol style="list-style-type: none"> 1) Environment of science communication and general concepts <ol style="list-style-type: none"> 1.1) Overall situation of science 1.2) Communication science 1.3) Stakeholders of science 1.4) Goals of science communication 2) Structures and organization of science communication <ol style="list-style-type: none"> 2.1) Institutional communication 2.2) The communicators 2.3) Brand development 3) Tools of science communication (Web, Social Media, Print, AV-Media, Events, Personal Communication)
ECTS	2
In-person course workload (h)	30
In between session course workload (h)	20
In-between work	<p>You have to attend all 4 dates of ONE course and participate regularly in discussions and group work. You will develop some of the course content interactively (group work). Individually designed assignments of approximately 20 work hours will be prepared in groups in between the two block courses.</p>

EFFECTIVE VISUAL COMMUNICATION

Course Title	Effective visual communication of science
Facilitator	Dr. Jernej Zupanc
Date	12 & 14 May 2021
Time	Day 1: 9h-16 Day 2: 9h-13h
Location	Online Webinar
Description	You will learn to effectively communicate your own scientific ideas and results by applying best visual communication practices to your research communication. You will understand the principles and useful design approaches used by experts. You will get actionable advice and feedback on your own pre-submitted materials. It is an immersive webinar, structured, easy to follow, memorable, useful and fun.
Topics covered	<p>You will get feedback on a selection of your figures, slides and posters submitted ahead of the webinar. In an exercise, you will draw a sketch of your research (a graphical abstract) and get feedback on that as well.</p> <ul style="list-style-type: none"> • Communicating with scientific vs non-scientific audiences • Visual perception and what humans find intuitive • Visual organization: how to structure to simplify comprehension • Eye-flow: effortlessly guide the audience through the design • Colors: how to amplify, not ‘fancify’ • Feedback and discussion on your pre-submitted figures • Graphical abstract drawing exercise & group work: draw a sketch of your research and get feedback from peer scientists and the facilitator • Slides that amplify your messages when presenting • Feedback on your pre-submitted slides • Posters: strategy and process for creating posters that attract and explain • Discussion & feedback on your posters
Format	<ul style="list-style-type: none"> • Interactive webinar: fundamentals, real examples, and practical advice • Commenting on pre-submitted figures: ahead of the webinar, you submit your scientific figures, posters, and slide presentations, and I prepare a selection. You receive suggestions on how to improve your own materials from the presenter and peers. • Q&A discussion: we try to solve the most pressing issues you have with your science communication.
ECTS	1
In-person course workload (hrs)	11
Post-course workload (hrs)	4 hrs pre and in-between course, 8 h post course work. Details will be given in due time.

BUILDING SKILLS FOR YOUR WELLBEING

Course Title	Building skills for your Wellbeing
Facilitator	Dr. Maurizio Cortesi
Dates	17, 26, 31 May & 07, 14, 18 June 2021
Time	2 - 3:45 pm
Location	Online
Description	<p>Sometimes there is a lot that accumulates in our days and lives, and at times it might even be overwhelming. We are often running from one thing to the next, without taking enough time to stop, rest, and nourish our bodies and minds.</p> <p>It is essential that we take care of our wellbeing, if we wish to enjoy the benefits of a calm and open mind, to focus with more clarity and intention both on our professional and personal development; to care both for our individual objectives and for relating with and supporting others around us.</p> <p>This program will invite an investigation of skills and attitudes that are important in fostering resilience and wellbeing. Ancient traditions, and many recent scientific studies (in neuroscience and psychology especially) point to these resources as essential: connection, motivation, intention and purpose, creativity, gratitude, empathy, compassion. We will invite practices to explore and nourish these skills and attitudes, both during the weekly sessions and in between sessions, with invitations to daily exploration at home and in the workplace.</p> <p>N.B.: This new program builds on the course: Reducing your stress and develop more focus. It is not essential to have participated to that course to enroll in this one, however it is recommended.</p>
ECTS	1
In-person course workload (hrs)	10
In-between course workload (hrs)	12
In between-sessions-work	Participants will be invited to work in between sessions, via practices and explorations at home and in the workplace. This invitation to daily exploration is an essential part of the program and will require around 15 minutes per day.

GETTING STARTED IN TEACHING (waiting list from summer 2020)

Course Title	Getting Started in Teaching (waiting list from summer 2020)
Facilitator	Dr. Susan Dunn
Dates & Time	18 May: 09:45-13:15 19 May: 14:00-17:30
Location	Online
Description	<p>Are you a doctoral student doing some teaching for the first time? This two interactive workshops are designed to help develop your understanding of teaching and learning in order to become a more effective teacher. We will draw on your current experiences of teaching, introduce some current pedagogic theories and consider how to best plan and deliver teaching sessions in your subject area. We then move on to look at some strategies for classroom activities and explore challenges that may arise.</p> <p>The sessions will provide participants with the opportunity to share their experiences of teaching and develop good practice supported by the workshop leader.</p>
ECTS	1
In-person course workload (hrs)	16
Pre- and post-workload (hrs)	8
Topics covered	<ul style="list-style-type: none"> • Distinguish between teaching and learning • Outline some theories about learning and describe some factors that need to be considered when planning a teaching session • Employ teaching strategies underpinned by established good pedagogic practice. • Give and receive feedback on teaching skills • Develop activities to encourage active learning • Devise some strategies helpful for students with diverse needs, expectations and experience of learning & study
Course pre-work	<p>Bring to the first session a teaching plan for a session that you have taught recently. This should include</p> <ul style="list-style-type: none"> • indication of how you managed the time within the session, • what you actually did in the session with the students • topic(s) covered <p>Please be prepared to share and discuss your plan with other students in the class.</p>
Course post-work	<p>Draw on your experiences of Getting Started In Teaching to reflect on your experiences as a teacher and identify two or three ways in which you can make your teaching more effective. 300 - 500 words.</p>

INTRODUCTION TO PROJECT MANAGEMENT

Course Title	Introduction to Project Management
Facilitator	Dr. Sylvie FROMENTIN
Dates	31 May & 1, 7, 8 June 2021
Time	13h-17h20
Location	Online course
Description	<p>The purpose of the course is to provide team members of projects with advanced techniques and practical skills for initiating, planning, tracking, controlling and evaluating any kind or size of project.</p> <p>This course covers the fundamental skills, concepts and techniques for managing development projects through the project lifecycle, start to finish.</p> <p>At the end of the course, the participants will be able to gain a good understanding of project management, the methods and tools used to manage projects and how to ensure the success of a project.</p>
ECTS	1
In-person course workload (hrs)	16
Topics covered	<p>Covered topics:</p> <ul style="list-style-type: none"> • What is Project Management? • Definition of a Project • Difference between project, Program and Partnership • Project Management Framework • Project tri-constraints • Project Management Phases • RASIC • Portfolio and Project Management • Project Infrastructure • Phase 1: Initiating <ul style="list-style-type: none"> ○ Project Charter ○ Work Package ○ Statement of Work ○ Scope Management • Phase 2: Planning <ul style="list-style-type: none"> ○ Develop Project Plan ○ Time Management ○ Planning Process ○ Resource Plan ○ Gantt Chart ○ Quality Management • Phase 3: Executing

	<ul style="list-style-type: none"> ○ Project reporting plan ○ Deliverable and acceptance process ○ Measure progress ○ Quality Assurance ○ Communication Management ● Phase 4: Monitoring and Controlling <ul style="list-style-type: none"> ○ Integrated Change Control ○ Risk and Issue Management ○ Escalation process ● Phase 5: Closing <ul style="list-style-type: none"> ○ Lessons learned ○ Lessons learned repository ● What does it take to be a good project Manager? ● Project Management skills ● How to develop Project Management skills
Course pre-work (4h30)	Participants are asked to write a document considering specific questions and do some pre-course reading assignments (more information on Moodle in due time)
Course post-work (4h30)	More information on Moodle in due time

GOOD SCIENTIFIC PRACTICE Group 2

Course Title	Good Scientific Practice
Facilitator	Dr. Michael Gommel
Date	02, 03 & 04 June 2021
Time	Day 1 & Day 2: 9h30-16h15 Day 3: 9h30-12h15
Location	Online
Description	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.

Topics covered	<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"> • Definitions of good scientific practice and scientific misconduct • Degrees and extent of scientific misconduct • Examples for responsible and irresponsible conduct of research • Data and source management • Authorship and the process of publication • Mentoring and supervision as tools for fostering good scientific practice • Conflict management: how to deal with scientific misconduct • Reactions to scientific misconduct • Responsibility and accountability of researchers • Local, national and international guidelines and regulations <p>The online workshop encourages the active involvement of the participants and features the following didactic elements: case studies, individual working sessions, plenary discussion, information input. Supporting documents will be provided after the workshop.</p>
ECTS	1
In-person course workload (hrs)	14
Post-course workload (hrs)	11
Post -course work	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.

GETTING STARTED IN TEACHING (Group 1)

Course Title	Getting Started in Teaching (Group 1)
Facilitator	Dr. Susan Dunn
Dates & Time	8 June: 09:45-13:15 9 June: 14:00-17:30
Location	Online
Description	<p>Are you a doctoral student doing some teaching for the first time? This two interactive workshops are designed to help develop your understanding of teaching and learning in order to become a more effective teacher. We will draw on your current experiences of teaching, introduce some current pedagogic theories and consider how to best plan and deliver teaching sessions in your subject area. We then move on to look at some strategies for classroom activities and explore challenges that may arise.</p> <p>The sessions will provide participants with the opportunity to share their experiences of teaching and develop good practice supported by the workshop leader.</p>

ECTS	1
In-person course workload (hrs)	16
Pre- and post-workload (hrs)	8
Topics covered	<ul style="list-style-type: none"> • Distinguish between teaching and learning • Outline some theories about learning and describe some factors that need to be considered when planning a teaching session • Employ teaching strategies underpinned by established good pedagogic practice. • Give and receive feedback on teaching skills • Develop activities to encourage active learning • Devise some strategies helpful for students with diverse needs, expectations and experience of learning & study
Course pre-work	<p>Bring to the first session a teaching plan for a session that you have taught recently. This should include</p> <ul style="list-style-type: none"> • indication of how you managed the time within the session, • what you actually did in the session with the students • topic(s) covered <p>Please be prepared to share and discuss your plan with other students in the class.</p>
Course post-work	<p>Draw on your experiences of Getting Started In Teaching to reflect on your experiences as a teacher and identify two or three ways in which you can make your teaching more effective. 300 - 500 words.</p>

MY PHD LIFE CYCLE

Course Title	My PhD Life Cycle
Facilitator	Ms. Anja Lenninger Ms. Kristina Berkut
Date	10.06.2021
Time	9-12h // 13h-16h
Location	Online
Description	<p>Aim of this workshop is firstly to provide you with some general guidelines regarding the key phases of your PhD at the University of Luxembourg, as CET, your rights & duties, the Doctoral Education Agreement but also life on the campus, networking with other PhDs, etc. A Questions & Answers session will allow you to ask practical questions and learn from your peers.</p> <p>You will then assist to a conference followed by a workshop about your career path after the PhD. Further information will be shared on the importance of developing soft skills during your PhD and how to get ready for a job search process. The workshop combines individual and collective reflection, exchanges, as well as a role-playing.</p>
Topics covered	Getting to know your PhD life cycle, rights & duties of a doctoral candidate, identify the key players, reflect on your three to four years coming up and beyond with career options after a PhD

ECTS	Not applicable
In-person course workload (hrs)	6h
Pre-workload (hrs)	2h as pre-course work (optional)
Course pre-work	Please bring any specific question you have regarding PhD in general for the Q&A session Start thinking about if you would like to stay in academia or not after the PhD

GETTING STARTED IN TEACHING (Group 2)

Course Title	Getting Started in Teaching (Group 2)
Facilitator	Dr. Susan Dunn
Dates & Time	21 June: 09:45-13:15 22 June: 14:00-17:30
Location	Online
Description	Are you a doctoral student doing some teaching for the first time? This two interactive workshops are designed to help develop your understanding of teaching and learning in order to become a more effective teacher. We will draw on your current experiences of teaching, introduce some current pedagogic theories and consider how to best plan and deliver teaching sessions in your subject area. We then move on to look at some strategies for classroom activities and explore challenges that may arise. The sessions will provide participants with the opportunity to share their experiences of teaching and develop good practice supported by the workshop leader.
ECTS	1
In-person course workload (hrs)	16
Pre- and post-workload (hrs)	8
Topics covered	<ul style="list-style-type: none"> • Distinguish between teaching and learning • Outline some theories about learning and describe some factors that need to be considered when planning a teaching session • Employ teaching strategies underpinned by established good pedagogic practice. • Give and receive feedback on teaching skills • Develop activities to encourage active learning • Devise some strategies helpful for students with diverse needs, expectations and experience of learning & study
Course pre-work	Bring to the first session a teaching plan for a session that you have taught recently. This should include <ul style="list-style-type: none"> • 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.

Course post-work	Draw on your experiences of Getting Started In Teaching to reflect on your experiences as a teacher and identify two or three ways in which you can make your teaching more effective. 300 - 500 words.
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DATA VISUALISATION AND STATISTICAL GRAPHICS (WITH STATA)

Course Title	Data visualisation and statistical graphics (with Stata)
Facilitator	Dr. Philippe Van Kerm
Dates :	28, 29 June & 05 July
Time:	28 & 29 June : 10h30 – 12h & 13h30 – 15h 5 July : 14h – 17h
Location	Online
Description	<p>Data visualization and statistical graphics are fundamental ways to convey information and communicate scientific results. Easy as it may seem, preparing clear, accurate and effective graphics requires skills and care.</p> <p>The objective of this course is, first foremost, to introduce a number of basic principles for data visualisation and statistical graphics---learning from good and bad examples. We will look into the “grammar of graphics” and will review classic families of statistical graphics. Second, the course will show how to create (possibly complex) graphics using the statistical software package Stata. Stata is a general-purpose software for statistical analysis, data management, and graphics. It is widely used among social and health scientists, but its flexibility for visualization and statistical graphics is often underestimated. We will see how to go beyond a limited ‘point-and-click’ practice and use simple programming concepts to create more sophisticated figures.</p> <p>The course will be most useful to (existing or prospective) Stata users, but the general principles and recommendations for data visualization and statistical graphics are relevant, irrespective of one’s preferred software environment. Principles and examples can be replicated with, e.g., R’s ggplot and Python’s matplotlib.</p> <p>Applying concepts and tools covered in the course, participants will be challenged to prepare and present an original data visualization of their own .</p>
ECTS	1
In-person course workload (hrs)	12
Pre- and post-workload (hrs)	2+11
Topics covered	The course introduces participants to basic principles for data visualisation and statistical graphics and shows how to create complex graphics using the statistical software package Stata. Participants prepare and present an original data visualization of their own to the group.
Course pre-work	Participants 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.

Course post-work	In pairs, participants will find a dataset relevant to their research and will develop one original data visualization of their own, making sure they follow the principles discussed in the session and using some of the tools presented on the first days of the course. They will present a first draft of their work during the last session and, on the basis of the comments received, will revise and finalize their artwork after the sessions.
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GOOD SCIENTIFIC PRACTICE Group 3

Course Title	Good Scientific Practice
Facilitator	Dr. Michael Gommel
Date	07, 08 & 09 July 2021
Time	Day 1 & Day 2: 9h30-16h15 Day 3: 9h30-12h15
Location	Online
Description	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.
Topics covered	<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"> • Definitions of good scientific practice and scientific misconduct • Degrees and extent of scientific misconduct • Examples for responsible and irresponsible conduct of research • Data and source management • Authorship and the process of publication • Mentoring and supervision as tools for fostering good scientific practice • Conflict management: how to deal with scientific misconduct • Reactions to scientific misconduct • Responsibility and accountability of researchers • Local, national and international guidelines and regulations <p>The online workshop encourages the active involvement of the participants and features the following didactic elements: case studies, individual working sessions, plenary discussion, information input. Supporting documents will be provided after the</p>

	workshop.
ECTS	1
In-person course workload (hrs)	14
Post-course workload (hrs)	11
Post -course work	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.

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