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 Winter 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
23 & 30 September 21 October 11 & 25 November 9 December	9.00-12.15	Cohérence et progression: écrire sa thèse de doctorat	Dr. Eve Lejot
24 & 25 September	9.30-17.45	Good Scientific Practice for natural & physical sciences	Dr. Katrina Bramstedt
28 September 05, 12, 19 & 26 October 04 November	14.00-16.00	Reduce your stress and develop more focus (Sept-Nov)	Dr. Maurizio Cortesi
01, 05, 07, 12, 15, 19, 21, 26 & 29 October 09, 16, 23 & 27 November	10.00-12.00	Management of Science & Innovation	Collective (Uni.lu, LIST, External)
02 & 06 October 06 & 27 November 04 December 15 & 28 January 05 February	Morning: check course description	Do's & Don'ts on GPDR & Information security	Dr. Sandrine Munoz, Christian Hutter
06 & 20 October 03 & 17 November 01 December	14:00 - 17:00	Schreibwerkstatt für Doktoranden	Dr. Birgit Huemer
Input sessions: 06 & 20 October 03 & 17 November 01 & 15 December **Output sessions:** 13 & 27 October 10 & 24 November 08 December	**Input sessions:** Tuesdays 12.30-14.00 **Output sessions:** Tuesdays 13.15-16.30	Research Article Writing (K.Deroey)	Dr. Katrien Deroey

Date	Time	Course title (quick link)	Instructor
Input sessions: 08 & 22 October 05 & 19 November 03 & 10 December **Output sessions:** 15 & 29 October 12 & 26 November 17 December	**Input sessions:** Thursdays 14.00-15.30 **Output sessions:** Thursdays 10.00-13.15	[Research Article Writing (J.Skipp)](#)	Dr. Jennifer Skipp
13 October 17 November 8 December	9.00-16.45	[Advanced teaching skills leading towards the certification of associate fellowship (HEA Certification application)](#)	Dr. Claudine Kirsch
14 October	14.00-17.30	[Preparing an effective research poster](#)	Dr. Malou Fraiture
20 & 22 October	10.30–12.30 13.30-17.30	[Mediation for conflict resolution and prevention: a few tools](#)	Ms. Esther Zana-Nau
09, 16, 23 & 30 November 7 & 14 December	14.00-16.00	[Building skills for your Wellbeing](#)	Dr. Maurizio Cortesi
10, 11, 12 & 13 November	9.00 - 13.00	[Managing your relationship with your thesis director](#)	Dr. Stephanie Hann
18, 19 & 20 November	Full days (time to be precised)	[Cross-border Workshop: PhD, what comes next?](#)	Collective
25, 26 & 30 November 01 December	13.00-15.00 15.20-17.20	[introduction to Project Management for Research](#)	Dr. Sylvie Fromentin
03, 04, 10 & 11 December	10.00-12.00 14.00-16.00	[Managing my new intercultural environment](#)	Mr. Vincent Merk
08, 09 & 10 December	Day 1 & 2: 9.15-16.00 Day 3: 9.15-12.15	[Good Scientific Practice Group 1](#)	Dr. Michael Gommel
14, 15 & 16 December	Day 1 & 2: 9.15-16.00 Day 3: 9.15-12.15	[Good Scientific Practice Group 2](#)	Dr. Michael Gommel
11 & 12 January 02 & 03 February	9.00-18.00 (except 03 February: 9.00-16.00)	[Science Communication](#)	Collective : Dirk Hans, Jean-Paul Bertemes (FNR), Nicolas Stamets (LISER)
18 & 25 January 01, 08, 15 & 22 February	14.00-16.00	[Reduce your stress and develop more focus (Jan-Feb)](#)	Dr. Maurizio Cortesi

Registration and Contacts

- Course descriptions and registrations are on Moodle.
- Dates may change during the semester; please check Moodle regularly for updates.
- 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.

COHÉRENCE ET PROGRESSION : ÉCRIRE SA THÈSE DE DOCTORAT

Course Title	Cohérence et progression : écrire sa thèse de doctorat
Facilitator	Dr. Eve Lejot
Dates Time	23/09, 30/09, 21/10, 11/11, 25/11, 09/12/2020 9h-12h15
Language	French (B2-C1-C2)
Location	Campus Belval (room details on Moodle) safety measures with Covid-19 context
Description and learning outcomes	Ce séminaire prépare les doctorants à la lecture rapide de textes académiques et les accompagne dans leur planification de projet de doctorat. Les doctorants organisent leurs priorités académiques par objectifs, tels que les étapes de la rédaction de la thèse, la préparation d'un article ou une proposition de communication, à atteindre tous les 15 jours. En plus de ces objectifs réalisés à court terme, les doctorants se fixent un objectif à moyen terme pour la fin du séminaire. Le séminaire se base sur le concept sociologique Erfolgsteams (Bergmann 2000) qui s'appuie sur la dynamique de groupe pour développer un projet. Chaque étudiant présente une ou deux fois un extrait de son travail (thèse, article, proposition de communication) 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.
Topics covered	Dans ce séminaire, les doctorants atteignent trois objectifs : - Appréhender et comprendre un texte plus rapidement ; - Engager un processus rédactionnel en formulant des objectifs concrets et précis et ainsi optimiser la motivation pour réaliser ces derniers ; - Identifier la cohérence dans un écrit académique et maîtriser une syntaxe claire et efficace.
ECTS	2
Course capacity	4 to 12 participants
Course workload	24 (attending the sessions)
Pre-/post- workload	26 (pre-course work)
Course pre-work	Travail à faire avant chaque séance pendant le semestre : - Lecture des travaux des membres du groupe ; - Journal de bord sur l'accomplissement des objectifs fixés pour l'avancement des différents écrits liés à la thèse de doctorat.

GOOD SCIENTIFIC PRACTICE FOR NATURAL & PHYSICAL SCIENCES

Course Title	Good Scientific Practice
Facilitator	Dr Katrina Bramstedt
Dates	24 & 25 September 2020
Time	9:30-17:45
Location	Online
Description	This course uses the CAPRI method (Creative Approaches Promoting Research Integrity) for teaching Good Scientific Practice. The course is highly interactive, using a blend of traditional teaching methods with hands-on creative sessions and other techniques which personalize the learning process. The use of visual arts in the sessions has the potential to improve researchers' observation skills—something very important to research conduct such as the informed consent process, as well as data collection, analysis, and reporting. It is also part of study monitoring and auditing. Students will learn the basic rules and values associated with the responsible conduct of research, with the European Code of Conduct for Research Integrity as foundational. They will also learn how to identify questionable scientific practice and misconduct, and how to formulate and implement ethically appropriate responses. Sharing of experiences in this safe space is encouraged! Two hours of the course will be dedicated to Gender Bias and Ethics in research. Gender refers to the socially constructed characteristics of men and women, whereas sex refers to the biological differences between males and females. People are born male or female, but in every society men and women are assigned different roles, and these roles determine the power they have in their daily lives. Gender-sensitive research looks at the lives of men and women in a holistic way, and asks: how does the technology, intervention or behaviour "fit" in women's or men's lives? More specifically, what constraints need to be addressed for women or men to use the technology, seek the intervention, or change to health-promoting behaviour? For instance, it takes into account questions as to whether the woman or man has control of the necessary time, knowledge, and financial resources to use the technology or service, or change behaviour, and whether all women or men have the right to use the technology or service. However, several studies show that research in many fields may present gender bias. This part of the course will explore gender bias in research and its ethical implications.
ECTS	1
In-person course workload (hrs)	16
Pre- and post-workload (hrs)	8
Topics covered	Topics included in the course: - Definitions of good scientific practice and scientific misconduct - Degrees and extent of scientific misconduct - Examples for responsible and irresponsible conduct of research - Research environments and personal safeguards - Data management

	• Authorship and publication best practice • Mentoring and collegiality • Peer review • Conflicts of interest • Conflict management, how to deal with scientific misconduct • Moral courage, ethical dilemmas, ethical decision-making using the 4 principles of good research practice • Local and international regulations, ethical codes • Research Ethics Committees • Luxembourg Agency for Research Integrity • Gender bias and its implications • Unconscious bias
Course pre-work	The participants are asked to ponder 3 case studies and familiarize themselves with the content on the website: https://lari.lu/
Course post-work	1.) Participants are asked to carefully study the regulations/codes/guidelines used in the workshop (https://lari.lu/best-practice-useful-links/resources-links/). They are asked to discuss issues on good scientific practice topics, mainly on data management and on authorship, with their colleagues and their supervisors in order to protect their personal scientific integrity and propagate the idea of good scientific practice. 2.) Participants are asked to complete a 9-question, anonymous, voluntary feedback questionnaire

REDUCE YOUR STRESS AND DEVELOP MORE FOCUS (Sept-Nov 2020)

Course Title	Reduce your stress and develop more focus
Facilitator	Dr. Maurizio Cortesi
Dates	28 September; 05, 12, 19, 26 October & 04 November 2020
Time	14.00-16.00
Location	Online
Description	During the long years of PhD research, it is easy to lose track of our plans and schedules. A researcher's curiosity makes it extremely easy, and rewarding, to endlessly search for new information, knowledge, articles, even if unrelated to his main aims. While this is part of the research process, and provides fertile ground for pollination from other domains and disciplines, it can also be a signal of some issues with time and attention management. At the same time stress can be very intense during the PhD years. New challenges (deadlines, meetings, conferences, supervision, teaching activities, etc.) and the pressure to deliver the thesis in time and successfully, but also to think about career options and challenges, are among the main factors potentially generating stress. Important: attendance to all sessions is mandatory.
ECTS	1
In-person course workload (hrs)	12
Topics covered	The goal of this experiential workshop is to explore the dynamics of attention (both focused and open) and discover practices aiming at developing it, as well as to investigate and familiarize with stress dynamics/impact, while at the same time exercising with some practices for stress reduction. - Explore the importance of focus and concentration - Explore the dynamics of procrastination/distraction - Understand the dynamics of attention, focused and unfocused - Learn to recognize stress, and explore its mechanism and its impact - Discover and practice exercises for body and mind relaxation - Discover and practice exercises for focus, concentration, and memory **Please note that in between sessions the participants will be invited to explore in their daily life at work and home (around 15 minutes per day). These home practices and explorations are to be considered an essential part of the program.** They represent the In-between session course workload. (7h)
Pre- and post-workload (hrs)	6 (3+3)
Course pre-work	Participants are asked to write a document considering the following questions: What are my main obstacles right now in my daily life at work? Are these obstacles new for me?

	• Which objectives do I have in taking part to this programme and these sessions?
Course post-work	Write down a document reflecting on the following: • What did I learn from this programme? What practices/attitudes will I integrate in my days, and how (make a little plan for change in the short, mid and long term)? • What will I do today (and during these coming months) that might help me reach the objectives I would like to achieve in the coming years?

MANAGEMENT OF SCIENCE & INNOVATION

Course Title	Management of Science & Innovation
Facilitator	Collective (Uni.lu, LIST, External)
Dates	01, 05, 07, 12, 15, 19, 21, 26, 29 October; 09, 16, 23 & 27 November 2020
Time	10.00-12.00
Location	Online & last session on campus Belval if possible
Description	You need to take a minimum of sessions covering 20 hours of in-class presence (the final session is mandatory): 1) Intellectual property 101 : 01 October 2) Trademark & Design protection : 05 October 3) Research Data Management : 07 October 4) Create a Data Management Plan : 12 October 5) Copyright : 15 October 6) Patents : 19 October 7) Research in patent database : 21 October 8) How to read a patent : 26 October 9) Open science : 29 October 10) Softwares : 09 November 11) Open source (advanced level) : 16 November 12) Technology & Knowledge transfer : 23 November 13) Interactive final session : 27 November
ECTS	1
In-person course workload (hrs)	20
Pre- and post-workload (hrs)	5
Topics covered	This course allows you to get all the tools to get to successfully manage your research outputs (protect, promote and disseminate them). Please check out the video on Moodle to have a more precise insight of each session's content.

DO'S & DON'TS ON GPDR & INFORMATION SECURITY

Course Title	Do's & Don'ts on GPDR & Information security
Facilitators	Dr. Sandrine Munoz, Christian Hutter
Dates	02, 06 October 2020 06, 27 November 2020 04 December 2020 15, 28 January 2021 05 February 2021
Time	See the detailed agenda below
Location	Online apart from the last session on campus Belval (safety measures with Covid-19 context)
Description	The course will train the participants on the general principles of data protection and information security and then dig deeper on examples relevant for the participants who work at the university. The participation to 2 half-day events, the Cyberday.lu (06.10.2020) and the Data Privacy Day (28.01.2021) is mandatory. <u>Here is the detailed agenda of the sessions:</u> 02.10: Introduction session (10-12h) 06.10: Cyber Day (9-13h) Personal work (2h) reflect on the event, impact the presentation could have on the research 06.11: First session (theory) on GDPR (10-11h30) 27.11: First session (theory) on Information Security (10-12h) 04.12: Second session (hands-on) on GDPR (10-11h30) 15.01: Second session (hands-on) on Information Security (10-12h) 28.01: Data Privacy Day (9h-13h) Personal work (2h) reflect on the event, impact the presentation could have on the research 05.02: Conclusion session with feedback & reflection (10-11h30)
ECTS	1
In-person course workload (hrs)	16h30
Pre- and in-between sessions workload	2h30 + 6h

Topics covered	Learning outcomes: • General understand of Data Protection principles • General understanding of information security awareness principles • Becoming aware how data protection and information security influence own work at the University
Course pre-work	Read documentation shared on Moodle, expectations & needs for the course (to be submitted on Moodle)

In-between sessions work	• Personal work (2h) after each one of the two events. Reflect on the event, impact the presentation could have on your research. Answer a Moodle assignment:
	
	   1) What is your take-home message?
	   2) What can I apply in my research on a daily routine?
	   3) Which topics weren't developed that I would like to touch upon?
	• 2h preparation of a 5 minutes presentation on learning outcomes during the conclusion session (more information will be shared within the course).

SCHREIBWERKSTATT FÜR DOKTORANDEN

Course Title	Schreibwerkstatt für Doktoranden
Facilitator	Dr. Birgit Huemer
Dates	06, 20 October; 03 & 17, November; 01 December 2020
Language	German
Time	14:00 - 17:00
Number of participants	Max 15 participants Opened to UniGR doctoral candidates
Location	Online
Description	Die Schreibwerkstatt richtet sich an DoktorandInnen, die Ihre Doktorarbeit oder einen wissenschaftlichen Artikel auf Deutsch verfassen. Sie soll DoktorandInnen bei Ihrem Schreibprozess begleiten und bietet die Möglichkeit alle Themen rund um das Verfassen einer Doktorarbeit oder eines wissenschaftlichen Artikels anzusprechen und zu diskutieren: Von der Eingrenzung der Forschungsfrage, über die Organisation des Schreibprozesses bis hin zu Fragen der Motivation und konkreter sprachlicher Formulierungen. Jede Einheit beginnt mit einem inhaltlichen Input und einer konkreten Schreibaufgabe für die folgenden Stunden. Abgeschlossen wird jede Einheit mit Peer-Feedback und einem Arbeitsplan bis zur nächsten Einheit. Die Lehrende steht während der Einheiten für Fragen zur Verfügung.
ECTS	2
In-person course workload (hrs)	15
Pre- and post-workload (hrs)	30
Topics covered	Ziel dieser Schreibwerkstatt ist es die Doktorand-Innen in Ihrem Schreibprozess zu unterstützen und gemeinsam an der sprachlich strukturellen Verbesserung Ihrer Texte zu arbeiten.
Course post-work	Verfassen von Texten, Überarbeiten von Texten, Peer-Feedback geben, Erstellen von Arbeitsplänen während der Kursdauer. Messung des Schreibfortschritts durch Erstellen und Einhalten von Schreibplänen.

RESEARCH ARTICLE WRITING (K.DEROEY)

Course Title	Research Article Writing (K.Deroey)
Facilitator	Dr. Katrien Deroey
Dates & Time	**Input sessions: Tuesdays 12.30-14.00** 06, 20 October; 03, 17 November; 01, 15 December 2020 **Output sessions: Tuesdays 13.15-16.30** 13, 27 October; 10, 24 November; 08 December 2020
Location	Online course
Description	The workshops will improve your insight into the structural, stylistic and rhetorical features of research articles as well as the writing and publication process. They will also provide further opportunities for text creation, reflection and editing. **This is not a language course.** (for academic language courses, consult the University of Luxembourg Language Centre site). You'll be asked to submit samples of your article writing as well as other tasks during the course. To get the certificate (and ECTS), you need to **fully and actively attend at least 4 input sessions and 3 output sessions and complete the coursework** on time as stipulated.
Topics covered	<u>Input sessions</u> 06/10: Getting published 20/10: Constructing coherent paragraphs 03/11: Constructing clear sentences 17/11: Reducing wordiness 01/12: Proofreading 15/12: Q & A session <u>Output sessions</u> 13/10: Boosting writing productivity: distraction-free writing 27/10: Suggested section: Introduction 10/11: Suggested section: Methodology *or* Discussion & Conclusion 24/11: Suggested section: Abstract & Title *or* Discussion & Conclusion 8/12: Editing and proofreading
ECTS	2
In-person course workload (hrs)	25 hours
Pre- and in between the session-workload (hrs)	25 hours (5h as pre-course work and 20h during the course)
Application for the course / course pre-work	Submission of (part of) a research article the participant has written. The sample must be at least 1500 words (excluding references) and may be a draft version of an article

| | that is not yet finished. **Admission to the course is dependent upon this submission** and the language skills it demonstrates. It must demonstrate the participants' writing rather than that of any co-authors. Submission per mail to the lecturer: katrien.deroey@uni.lu.
 Deadline: 22 September 2020. |

RESEARCH ARTICLE WRITING (J.SKIPP)

Course Title	Research Article Writing (J.Skipp)
Facilitator	Dr. Jennifer Skipp
Dates & Time	**Input sessions: Thursdays 14.00-15.30** 08, 22 October; 05, 19 November; 03, 10 December 2020 **Output sessions: Thursdays 10.00-13.15** 15, 29 October; 12, 26 November; 17 December 2020
Location	Online course
Description	The workshops will improve your insight into the structural, stylistic and rhetorical features of research articles as well as the writing and publication process. They will also provide further opportunities for text creation, reflection and editing. **This is not a language course.** (for academic language courses, consult the University of Luxembourg Language Centre site). You'll be asked to submit samples of your article writing as well as other tasks during the course. To get the certificate (and ECTS), you need to **fully and actively attend at least 4 input sessions and 3 output sessions and complete the coursework** on time as stipulated.
Topics covered	<u>Input sessions</u> 08/10: Getting published 22/10: Constructing coherent paragraphs 05/11: Constructing clear sentences 19/11: Reducing wordiness 03/12: Proofreading 10/12: Q & A session <u>Output sessions</u> 15/10: Boosting writing productivity: distraction-free writing 29/10: Suggested section: Introduction 12/11: Suggested section: Methodology *or* Discussion & Conclusion 26/11: Suggested section: Abstract & Title *or* Discussion & Conclusion 17/12: Editing and proofreading
ECTS	2
In-person course workload (hrs)	25 hours
Pre- and in between the session-workload (hrs)	25 hours (5h as pre-course work and 20h during the course)
Application for the course / course pre-	Submission of (part of) a research article the participant has written. The sample must

work	be at least 1500 words (excluding references) and may be a draft version of an article that is not yet finished. **Admission to the course is dependent upon this submission** and the language skills it demonstrates. It must demonstrate the participants' writing rather than that of any co-authors. Submission per mail to the lecturer: jennifer.skipp@ext.uni.lu. **Deadline: 24 September 2020.**

ADVANCED TEACHING SKILLS LEADING TOWARDS THE CERTIFICATION OF ASSOCIATE FELLOWSHIP (HEA CERTIFICATION APPLICATION)

Course Title	Advanced teaching skills leading towards the certification of associate fellowship (HEA Certification application)
Facilitator	Dr. Claudine Kirsch
Dates **Time**	13th October, 17th November, 8th December 2020 9h-16h45
Location	Campus Belval (room details on Moodle) safety measures with Covid-19 context
Description and learning outcomes	The aim of this module is to prepare you to apply for an associate fellowship' (D1) of the UKPFSF framework. It will help you: • Deepen your understanding of learning theories; • Deepen your understanding of effective and inclusive teaching methods and strategies; • Develop strategies and methods that support and assess adult learning; • Address professional values in your teaching; • Provide evidence of addressing the descriptors.

Conditions to join the course (a selection will be made upon registration)	As a requirement, participants need to:
	• Have developed teaching skills:
	   o Via participation in the course "Getting started in Teaching";
	   o Have an experience of a minimum of 20 teaching hours
	• Be a doctoral candidate at the University of Luxembourg. This course is not open to the doctoral candidates of LI's.

ECTS	2
Course capacity	8 participants
Course tuition	University will pay the registration fees – although you will have to pay first and then be reimbursed via a declaration of expenses.
Course workload	24 (attending the sessions)
Pre-/post- workload	24 (reading, pre- and post-course work)
Topics covered	We will begin the course by discussing the level descriptors of the HEA framework in the areas of activities, core knowledge and professional values in the light of your own experiences. We will revisit learning theories and methods

	for teaching, learning and assessment (K2 and K3) and you will apply these in your own teaching as well as in some micro-teaching carried out in the session (A1, A2, A3, A4). You will thereby address some professional values such as respect for diversity and promotion of participation (V2, V3). During the course, you will document your own learning and teaching as well as the ways in which you will have assessed your colleagues during the micro-teaching. We will discuss professional values and meet these throughout the course.
Course pre-work	You will read the HEA framework and have a look at the resources: https://www.heacademy.ac.uk/ https://www.heacademy.ac.uk/individuals/fellowship/fellowship-resources You will read a chapter on learning and teaching. The material is in the course of Sue Dunn on Moodle. **You will hand in a document of two A4 pages maximum which explains your experience of planning and teaching and which makes clear link to the areas A1, A2, A3 and K2 of the framework**. Submission date: 15th August Please submit your work to Claudine Kirsch (claudine.kirsch@uni.lu) and put in copy Anne Begue (anne.begue@uni.lu).
Course post-work	You will hand in your draft application to receive some feedback before you submit it on HEA website.

PREPARING AN EFFECTIVE RESEARCH POSTER

Course Title	Preparing an effective research poster
Facilitator	Dr. Malou Fraiture
Dates	14 October 2020
Time	14h-17h30
Location	Online
Description	At scientific conferences, posters are important vehicles for communicating your research and make contacts. Many meetings include big poster sessions with hundreds of posters displayed. How can your poster stand out? This workshop will provide you with guidelines on how to design an appealing and informative poster. The session will mainly focus on poster content and layout and will also give some tips on how to present it to the viewers. Examples of posters will be discussed together to identify possible improvements.
ECTS	0
In-person course workload (hrs)	3h30
Pre- and post-workload (hrs)	Not applicable
Topics covered	- History and aim of research posters - Research poster design and content - Research poster presentation - Exercises based on posters examples: critical analysis of strong and weak points, optimisation of design and content, identification of take-home message
Course pre-work	Optional: Participants can bring a print of a research poster they recently designed to get feedback on its content and design.
Course post-work	Not applicable

MEDIATION FOR CONFLICT RESOLUTION AND PREVENTION: A FEW TOOLS

Course Title	Mediation for conflict resolution and prevention: a few tools
Facilitator	Ms. Esther Zana-Nau
Date	20 & 22 October 2020
Time	10h30 – 12h30 / 13h30-17h30
Location	Campus Belval (room details on Moodle) safety measures with Covid-19 context
Description	Mediation is increasingly sought for conflicts that arise in public life as well as in private life, within the framework of the family, the neighborhood, the company, in relations between states. Mediation has always existed in a certain way. However, its need is more strongly felt in the face of the multiplication of disputes and individual as well as social tensions. Intervening in all aspects of human interaction, mediation is a method of handling disputes, which enables individuals in conflict to appeal to a neutral, impartial third party, subject to confidentiality: the mediator. By listening to people without judgment, in their experience of a conflict situation and by offering the possibility for each protagonist to be heard by the other party in a redefined and secure framework, the mediator will facilitate communication between the parties. Mediation is a structured process that will allow mutual recognition of everyone's needs. In doing so, it frees up the possibility for the parties to find for themselves a solution that suits them. Unlike other approaches, mediation does not focus only on the triggers of the conflict but on the emotions of the protagonists and their unmet needs. Throughout the process, a subtle work of awareness and transformation takes place, helping to rebuild the autonomy and humanity of the protagonists. As such, mediation brings hope and can be seen as a real social and political innovation that contributes to the establishment of a culture of peace. This workshop will bring you the tools and the space to further discuss how the mediation rules and principles can be applied on a daily basis in your work environment as well as in your other social Interactions. By doing so, you will learn how to identify conflict triggers and, through a healthy communication, prevent potential conflicts. Exercises such as case studies, role plays theater will be proposed.
Topics covered	1. Conflict definition, how to identify its triggers? 2. The mediation process 3. The mediator role 4. Tools for a healthy communication 5. How to handle potential conflicts?
ECTS	1

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

BUILDING SKILLS FOR YOUR WELLBEING

Course Title	Building skills for your Wellbeing
Facilitator	Dr. Maurizio Cortesi
Dates	09, 16, 23, 30 November; 7, 14 December 2020
Time	2 - 4 pm
Location	Online
Description	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. 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. 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. 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.
ECTS	1
In-person course workload (hrs)	12
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.

MANAGING YOUR RELATIONSHIP WITH YOUR THESIS DIRECTOR

Course Title	Managing your relationship with your thesis director
Facilitator	Dr. Stephanie Hann
Dates	10, 11, 12 & 13 November 2020
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. The aim of this workshop is to ensure that Candidates do all that they can to ensure the supervisory relationship is both positive and productive. During the workshop, participants will consider the roles and responsibilities of both supervisor and candidate from the beginning to the completion of the Doctoral Program. A range of successful ways of working together will be discussed and a set of potentially difficult supervisory situations will be identified so that Candidates can avoid or respond effectively to them. The individual working styles, approaches and motivations of Candidates and Supervisors will be analyzed so that good communications can be developed and effective support provided. Practical advice will be provided on ways of working effectively with your supervisor to get useful feedback on your progress and the quality of your work and to meet research challenges together. **Methods**: Besides the theoretical input from the trainer, there will be many opportunities for individual work and small group work as well as for group discussion and the plenum. Each participant is encouraged to work on their specific challenges and will receive individualized tips and feedback.
Topics covered	- Expectations of Supervisors - Expectations of Doctoral Candidates - Possible challenges

	- Successful meetings - Handling of feedback
ECTS	1
In-person course workload (hrs)	18
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. Deadline for course post-work: December 11, 2020.

CROSS BORDER WORKSHOP: PHD, WHATS COMES NEXT?

ECTS : 1 / Registration via application: process on Moodle

Cross-border Workshop PhD, what comes next?
PROGRAMME [to be confirmed]

DAY 1: 18 Nov 2020

Career planning

Introduction

- Icebreaking activity to build a group dynamics and agree on a common understanding of the workshop objectives
- Overview of the international job market: statistics (academic and non-academic sector), examples of positions for PhDs

Career planning

- Why career planning is important
- How to devise a career plan
    - Practice: based on a matrix provided by the trainers, analyzing your experience: your skills, what you liked/disliked, your personal/professional desires, your values *(individually, then discussion in plenum)*

Career planning & mobility

- Designing an international mobility project that suits your career plan
    - Practice: Self-analysis of motivations, objectives and constraints to define the suitable mobility conditions for each participant: duration, place, sector… *(individually, then discussion in plenum)*
- Postdoc or not postdoc: how to make the decision and choose your postdoc with regards to your career objectives
- Before, during and after an international mobility experience
- Talk by Euraxess Luxembourg

DAY 2 : 19 Nov 2020

PhD career development beyond academia

R&D&I landscape and opportunities for doctorate holders in France, Luxembourg and Germany

- Alternative career options for PhDs: Presentation of sectors that recruit PhDs and types of positions, recruiters' expectations, examples of PhDs having left academia
- Identifying companies and job ads and preparing job applications in France, Luxembourg and Germany

Networking

- How to develop and use your network to refine your career plan and explore the job market
- How to present yourself and your professional project
  - Practice: preparation and presentation of a pitch of 2 minutes *(individually, then in small groups; feedback in plenum)*

DAY 3 : 20 Nov 2020

Optimizing your communication

Marketing your research experience

- Presenting your PhD as a professional experience in project management
  - Practice: based on a matrix provided by the trainer, analyzing the PhD as a project management experience *(individually, then feedback in plenum)*

Marketing your skills

- Focus on transferable and personal skills
- Convincing recruiters with storytelling: the STAR method
  - Practice: illustrating a skill by telling a story *(individual preparation, then presentation in small groups; feedback in plenum)*

Panel discussion

- Round table with professionals from France, Luxembourg and Germany (from different sectors relevant with respect to the participants' profiles) providing insight and advice on recruiters' expectations, job search and effective communication

INTRODUCTION TO PROJECT MANAGEMENT FOR RESEARCH

Course Title	Introduction to Project Management for Research
Facilitator	Dr. Sylvie FROMENTIN
Dates	25, 26, 30 November & 01 December 2020
Time	13h-17h20
Location	Online course
Description	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. This course covers the fundamental skills, concepts and techniques for managing development projects through the project lifecycle, start to finish. 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.
ECTS	1
In-person course workload (hrs)	16

Topics covered	Covered topics:
	• 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
	   o Project Charter
	   o Work Package
	   o Statement of Work
	   o Scope Management
	• Phase 2: Planning
	   o Develop Project Plan
	   o Time Management
	   o Planning Process
	   o Resource Plan
	   o Gantt Chart
	   o Quality Management
	• Phase 3: Executing

	- o Project reporting plan - o Deliverable and acceptance process - o Measure progress - o Quality Assurance - o Communication Management - Phase 4: Monitoring and Controlling - o Integrated Change Control - o Risk and Issue Management - o Escalation process - Phase 5: Closing - o Lessons learned - o 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

MANAGING MY NEW INTERCULTURAL ENVIRONMENT

Course Title	Managing my new intercultural environment
Facilitator	Mr. Vincent Merk
Dates	03, 04, 10 & 11 December 2020
Time	10.00-12.00 // 14.00-16.00
Location	Online
Description	During this course, the following aspects will be covered: • Culture, communication and intercultural management, impact on daily work practices (Model by F. Trompenaars) • Cultural awareness and role of culture • Linking professional culture to national cultures, management and communication • Case study on DMIS, a model dealing with academic environment
ECTS	1
In-person course workload (hrs)	16
Pre- and post-workload (hrs)	4+5
Topics covered	• Understand the role and impact of culture in international academic environment • Recognise the link between professional and national cultures in a global academic context • Analyse cross-disciplinary situations in intercultural management and leadership • Identify dilemmas PhD-students are facing across cultures and in organisations • Apply best practices in the global academic world
Course pre-work	Describe in about 15 lines a recent critical incident (anecdote) about a misunderstanding due to culture or language. To present individually or in small groups (to be determined) as ice breaker at the beginning of the course
Course post-work	Taking your pre-course work, explain what you would do a next time to avoid the misunderstanding. Work it out in a reconciliation process of values and practices, based on the method you have learned during the course.

GOOD SCIENTIFIC PRACTICE Group 1

Course Title	Good Scientific Practice
Facilitator	Dr. Michael Gommel
Date	08, 09 & 10 December 2020
Time	Day 1 & Day 2: 9h15-16h Day 3: 9h15-12h15
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	The content of the workshop follows the curriculum "Good scientific practice" which was commissioned by and developed in cooperation with the German Research Ombudsman: • 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 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.
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.

GOOD SCIENTIFIC PRACTICE Group 2

Course Title	Good Scientific Practice
Facilitator	Dr. Michael Gommel
Date	14, 15 & 16 December 2020
Time	Day 1 & Day 2: 9h15-16h Day 3: 9h15-12h15
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	The content of the workshop follows the curriculum "Good scientific practice" which was commissioned by and developed in cooperation with the German Research Ombudsman: • 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 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.

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.

SCIENCE COMMUNICATION

Course Title	Science Communication
Facilitator	Collective : Dirk Hans, Jean-Paul Bertemes (FNR), Nicolas Stamets (LISER)
Dates	11, 12 January; 02, 03 February 2021
Time	9h-18h (except 03 February : 9h-16h)
Location	Campus Belval (room details on Moodle) safety measures with Covid-19 context
Description	Do you love science? Do you want to get people excited about it? Then participate in this science communication course held by biologist and long-time science journalist Dirk Hans and several other experts in the field (like e.g. Jean-Paul Bertemes, Head of Science in Society at the FNR or Nicolas Stamets, Communications Manager at the LISER). 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? 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. You will develop some of the course content interactively (group work), write a press release and even found a new research center. Individually designed assignments will be prepared in groups in between the two block courses. Successful completion of the course will be based on the quality of completed assignments as well as regular attendance of the course. Please note: This course is not only suitable for life scientists, but for **researchers of all disciplines** (e.g. social sciences, law, etc.)! 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. If you have any question regarding the course or the internships, please contact

	Nicole Paschek. 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…).
Topics covered	Overall teaching goal: Understanding of basic concepts of science communication, knowledge of essential communication tools and organisational structures. Seminar incl. practices about: 1) Environment of science communication and general concepts 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 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 (hrs)	30
In between session course workload (hrs)	20
In-between work	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.

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REDUCE YOUR STRESS AND DEVELOP MORE FOCUS (Jan-Feb 2021)

Course Title	Reduce your stress and develop more focus
Facilitator	Dr. Maurizio Cortesi
Dates	18, 25 January; 01, 08, 15, 22 February 2021
Time	14.00-16.00
Location	Online
Description	During the long years of PhD research, it is easy to lose track of our plans and schedules. A researcher's curiosity makes it extremely easy, and rewarding, to endlessly search for new information, knowledge, articles, even if unrelated to his main aims. While this is part of the research process, and provides fertile ground for pollination from other domains and disciplines, it can also be a signal of some issues with time and attention management. At the same time stress can be very intense during the PhD years. New challenges (deadlines, meetings, conferences, supervision, teaching activities, etc.) and the pressure to deliver the thesis in time and successfully, but also to think about career options and challenges, are among the main factors potentially generating stress. Important: attendance to all sessions is mandatory.
ECTS	1
In-person course workload (hrs)	12
Topics covered	The goal of this experiential workshop is to explore the dynamics of attention (both focused and open) and discover practices aiming at developing it, as well as to investigate and familiarize with stress dynamics/impact, while at the same time exercising with some practices for stress reduction. • Explore the importance of focus and concentration • Explore the dynamics of procrastination/distraction • Understand the dynamics of attention, focused and unfocused • Learn to recognize stress, and explore its mechanism and its impact • Discover and practice exercises for body and mind relaxation • Discover and practice exercises for focus, concentration, and memory **Please note that in between sessions the participants will be invited to explore in their daily life at work and home (around 15 minutes per day). These home practices and explorations are to be considered an essential part of the program.** They represent the In-between session course workload. (7h)
Pre- and post-workload (hrs)	6 (3+3)
Course pre-work	Participants are asked to write a document considering the following questions: • What are my main obstacles right now in my daily life at work? Are these obstacles new for me? • Which objectives do I have in taking part to this programme and these sessions?

Course post-work	Write down a document reflecting on the following:
	• What did I learn from this programme? What practices/attitudes will I integrate in my days, and how (make a little plan for change in the short, mid and long term)?
	• What will I do today (and during these coming months) that might help me reach the objectives I would like to achieve in the coming years?