

1	Academic communication in English (Sem1 or Sem2 - 8x3h) (EN)	<p>The General Academic Communication course aims to provide doctoral and postdoctoral researchers with the communication skills used in both academic and professional environments (formal communication, scientific presentations at a research seminar, networking, summarising a research project, submitting a research project, writing your academic CV, and more...). The interactive courses are based on the researchers' own work.</p> <p>Course content :</p> <ul style="list-style-type: none"> <li>Networking and informal research presentation</li> <li>Language of seminars</li> <li>Intercultural awareness</li> <li>Formal research presentations</li> <li>Academic biographies and academic CVs</li> <li>Summarising research projects</li> </ul>
2	Academic writing in English (Sem1 or Sem 2 - 12x2h) (EN)	<p>The "Research Article course" is intended for doctoral and postdoctoral researchers who have already written, or are in the process of writing an article. The course is based on the researcher's own work and includes additional exercises. It also provides researchers with an introduction to good writing strategies and techniques.</p> <p>The aim of the course is to enable researchers to take more confident control of their own writing in English. The course provides writing resources and a good introduction to strategies to improve productivity when writing in English as an additional language. To improve readability for an international audience and accuracy of written expression, the course focuses on organisational principles in writing and on frequent language editing difficulties, based partially on examples and exercises, and partially on participants' own work (sections of an article or of a thesis chapter). Participants are also encouraged to develop sufficient awareness of accuracy and readability issues in English to be able to give relevant feedback on writing to other writers.</p>
3	How to communicate in French with peers during conferences (3x3h) (FR)	<p>This training is organized by the Center for University Methodology and French Didactics (CMU) of ULB, in collaboration with the Research Department. This is a seminar, designed interactively, which aims to train doctoral candidates in scientific communication: how to communicate your research to peers during conferences, study days, etc. ?</p> <p>This seminar offers moments of reflection and discussion for doctoral candidates on oral communication. It is focused on the articulation between the oral and the written as well as the passage from one to the other in the communication of research to peers. The seminar will also be based on practical exercises, in order to determine which language, discursive and communication skills to develop.</p>
4	Academic writing in French (3x3h) (FR)	<p>This is an interactive seminar designed to train doctoral candidates in writing their thesis. This seminar offers avenues for reflection and discussion for doctoral candidates regarding the type of the thesis, its writing process and the key aspects to be considered. Thus, the following questions will be addressed and modulated according to the expectations and requests of the participating doctoral candidates:</p> <ul style="list-style-type: none"> <li>How to understand scientific writing (and training in it)?</li> <li>How does the doctoral candidate relate to writing?</li> <li>How to move from problem to problematization?</li> <li>How to expose the stakes of his research?</li> <li>How do you integrate the ideas of others into your text?</li> <li>How to position yourself in a text with an objectifying aim?</li> </ul>
5	Di-fusion : encoding your publications and creating your publication lists (FR)	<p>The DI-fusion training introduces you to the steps of encoding your references and exporting your list of publications.</p>

6	Publishing an article in a scientific journal. Increasing its impact. (FR)	This seminar is an introduction to the scientific publication process. Its goal is to inform PhD candidates of good practices related to article publication and open access dissemination, as well as of bibliometric indicators and the impact of publication on their careers.
7	Introduction to Open Access (EN)	What are your rights and responsibilities with regard to open access to your articles? What rules are in force at ULB? What options are available for publishing your article in an open access journal?
8	Open access to publications in H2020 (EN)	This information session is intended to all H2020-funded researchers (ERC, Marie Curie individual fellowship, collaborative projects, COFUND...). It will guide you to provide Open Access to your publications in order to comply with the Open Access regulations of the Horizon 2020 programme. You will learn how to comply with H2020 Open Access terms as well as with the Open Access Decree of the Wallonia-Brussels Federation to which you are also subject. Copyright issues will also be raised and advice will be given on how best to manage your copyright to disseminate your articles in open access.
9	Scientific Presentation Skills and Career Planning (EN)	This course aims at teaching researchers how to find and select essential scientific information to make a scientific presentation, under which form to present methods and results and how to defend them assertively. It also introduces common standards and practices in Science. Particular attention is given to writing and layout skills as well as plagiarism. This course also includes a chapter on academic and non-academic careers and how to prepare for either of them. The course content includes the following subjects: (1) scientific proposals, (2) fieldwork, desk work and analysis in scientific research, (3) writing and layout skills, (4) scientific publication, (5) pre- and post-research presentation and defence skills, (6) academic currencies and (7) national and international funding.
10	Figures of evidence: uncover the real value of your data by making effective graphs - 2 days (9h30-17h) (EN)	Researchers and professionals often need to plot their results in the form of graphical displays which should show the data in the most clear, simple and elegant way. A good graph does not mean a beautiful-looking one, but one that rather enables an optimal visualisation of the data whilst transmitting a coherent message. In this training, we coach participants to look at their data with a critical eye in order to find the best way of displaying their results. Following Edward Tufte's recommendations, we introduce different techniques to effectively represent both quantitative and qualitative information; thus, the training is relevant to participants from any discipline. We use examples sent by the attendees themselves to identify the 'dos' and 'don'ts' in graphical displays, always focusing on the principles that lead to understandable, compelling figures. This workshop usually spans over two days: the first day revolves around the fundamentals of effective graphs, followed by a session where the participants show and discuss good and bad examples from their own domains. The second day consists of a series of group exercises where the attendees are exposed to different data sets and need to find the appropriate way of representing the information. Finally, we provide guidance on the different available tools and procedures for producing powerful, straightforward graphs. Three months after the training, we follow up with the participants. We check up with them, identify what are the possible blocking aspects in applying the principles and try to mitigate these issues.
11	Copyright (EN/FR)	You have published an article and want to reuse it, deposit it in Open Access in DI-fusion, share it on Research Gate or Academia.edu... but can you do it from a copyright point of view? Information and advising session.
12	Peer-writing (link managed by peer-writers) (EN/FR)	Do you find it difficult to stick to a schedule for writing? Do you feel isolated during your scientific writing? Would you enjoy or benefit from a consistent, supportive community of peer writers?  The goal of the peer-writing is to facilitate and boost your writing through: (a) community-building, (b) peer support dynamics that ensure a motivational and emotional boost, (c) writing opportunities that help you with goal and deadline setting and (d) feedback that will enhance your writing quality and efficiency.

General public communication		
13	Communicating on research (FR)	Communicating your research' training courses are aimed at ULB researchers wishing to train or improve their communication skills for the general public in writing, orally, in front of a journalist, on social networks, in front of a camera ... Practical, interactive and free, these training courses are organized by the Research Communication Department (External Relations Department) and the Information and Communication Sciences Department (Faculty of Letters, Translation and Communication).
Foreign languages		
14	Foreign language classes (FR)	Foreign languages courses are organised throughout the year at both ULB and F9 Languages in Brussels as part of ULB's "Plan langue". Courses are open to ULB researchers and ULB teaching staff.
15	Conversation tables (FR)	As part of the "Plan Langues", conversation tables are offered to teaching staff and researchers.
16	Tandem (language/conversation exchange) (FR)	You develop your skills in a foreign language thanks to regular contacts with a student or a PhD candidate which native language is the one you want to improve. You help back your "Tandem partner" to improve his mastery of your native language. The Tandem website is in French but you can directly contact the contact person in charge of your native language to get more information. Jointly organised by ULB/VUB/ISTI (targeted public: PhD candidates).
17	TEA project - Teaching in English for Academics (for professors and teaching assistants) (EN)	<ul style="list-style-type: none"> <li>≡ Do you teach in English and find it difficult to interact fluently with your students and to express your ideas accurately?</li> <li>≡ Is your course less interactive with fewer in-depth exchanges with students?</li> <li>≡ Do you worry that you sound more boring when teaching in English?</li> <li>≡ Do you and your students feel tired at the end of your lectures?</li> <li>≡ Are you afraid to share your experiences with colleagues and do you sometimes feel isolated?</li> <li>≡ Is your timetable so full that you have no time to follow an English course on a regular basis?</li> </ul> <p>The TEA Project, 'Teaching in English for Academics', is here to help!</p> <p>It offers individualised support to any professor or teaching assistant who teaches in English and aims to give you the tools you need to deliver quality teaching.</p>

### Tools and research practices

18	Research data management basics (EN)	Introduction to the basic concepts and best practices of research data management.
19	Data Management Plan workshop (EN)	This is an interactive workshop on how to create your Data Management Plan (DMP).
20	Documentary research (FR)	This individual interview aims to help you to develop information search strategies and to apply them to your research subject.
21	From research to innovation: why, how and when to protect the results of your research? (EN)	<p>This course is an introduction to the steps to protect research results which are a milestone of the knowledge transfer process. The course will be organized in participative workshops to allow participants to easily digest the presented concepts. Topics that will be addressed, amongst others, are: (1) intellectual property rights (in particular patents, design protection, copyright...); (2) proof tools such as laboratory notebooks and i-DEPOT procedures; (3) patent criteria and procedures related to filling patent applications and (4) know-how, trade secrets and confidentiality disclosure agreements.</p> <p>This overview of the different possibilities to protect research results will allow participants to identify the most adequate means of protection in their research field. It will also allow them to determine when to get in touch with the ULB-TTO during their research to be supported in a process that will lead them from research to innovation</p>
22	Searching in patent databases (FR)	The objective of the training is that participants learn to (a) use patent databases to extract relevant documents for their research and (b) understand the structure of patent documents and learn how to analyze them.
23	Setting up and funding your research (FR)	Several units (Research Administration Department, International Relations Office...) regularly organise information sessions or coaching about research funding opportunities and proposal drafting (European funding, regional or federal funding, ARC, BAEF, Fullbright, Wiener-Anspach Foundation...). To learn more and to be personally informed, please register in Infofin, the ULB research funding database. You will be informed, once a week, about new funding calls and about information sessions/coaching, according to your criteria. You can also check Infofin without registering but you won't get any personalised information.
24	Zotero (FR)	<p>Bibliographic reference management software allows you to automatically create and import bibliographic references that you find online, save them, organize them, share them with collaborators, and export them in standard formats.</p> <p>Training sessions on the use of the FREE Zotero bibliographic management software are organized on demand, individually or in small groups.</p>

## Project and team management

25	<p>Advanced workshop on Supervision (ULB/VUB) (EN) &gt; <b>only accessible for academics who are supervising/have already supervised at least one PhD candidate</b></p>	<p>What does good supervision of doctoral candidates mean, and how do you adapt your supervision style to both the candidate's needs and your own?</p> <p>These questions are central to our ULB-VUB Advanced Workshop on PhD supervision, which (1) is built around scientific insights into the supervisor – PhD candidate relationship, (2) offers some practical tools for reflection, better communication, and the detection of warning signs, and (3) gives you the chance to exchange and share best practices with fellow VUB- and ULB-supervisors!</p> <p>The main goals of the workshop include learning to clearly communicate and manage expectations in the supervisor – doctoral candidate relationship, getting acquainted with several supervision styles suited to the person and the context, giving constructive feedback, and much more.</p>
26	<p>Round tables on PhD supervision (for supervisors) (EN)</p>	<p>The round tables are organised in cooperation with VUB. Experts share their experience on the topic. Then, the discussion will be open to the audience.</p>
27	<p>Monthly supervisors's lunch (interview - peer support for supervisors) (EN/FR)</p>	<p>The lunch comprises an interview session followed by an exchange on any topic/question arising by participants.</p> <p>Interview is a collegiate support, by exchanging on professional experiences and reflecting on professional practice, in a group of equals (no hierarchy – strict confidentiality). In particular, participants, within a pre-determined process, formulate advice and solutions to a concrete case presented by a colleague (for instance, thesis supervision issue or preparation of the supervisory committee annual meeting), in a spirit of cooperation and peer support. The analysis and advice are of interest for all the participants. A facilitator guides the participants through all steps of the process.</p>
28	<p>Team management (for doctoral and post-doctoral researchers) (FR)</p>	<p>As a young researcher you will, in the more or less near future, lead a team, whether in the academic world or outside. Team cohesion cannot be decided, it is built. It results from the will and the true motivation of a group (hierarchy included) to evolve together, to develop common and concerted strategies which will stimulate a dynamic tested by the whole system. Becoming a manager represents a permanent job, it is a learned alchemy requiring - in a context of perpetual movement - to unite personal ingredients, collaborators, techniques, economic data; all while sharing objectives, meanings and common values.</p> <p>Points that will be addressed very concretely during the training include: understanding your professional environment, management and communication styles, goal setting, meeting management, etc.</p>
29	<p>Productivity boost for PhD candidates and postdocs - a 5 step plan. (EN/FR)</p>	<p>Objective: The goal of this interactive training is to guide participants through 5 stages of the productivity process and equip them with tools to improve their productivity at each stage, so they can easily foresee their goals and stay on top of their scientific work.</p>
30	<p>Mindful productivity habits for academic success (EN/FR)</p>	<p>Objective: The goal of this training is to give participants a deeper understanding of their cognitive capacities, in particular, attentional skills to equip them with the techniques and tools that allow them to work mindfully and more efficiently.</p>
31	<p>Networking - Meaningful connections; key stepping-stones for your career progression (EN)</p>	<p>The ever-increasing number of PhD holders in an already competitive labour market make it crucial for you to inform others about your ambitions.</p> <p>Roughly 30% of all available job vacancies are announced publicly whereas the other 70%, the so-called hidden market, is mainly accessible through your professional network. Networking is therefore a vital skill for your career progression!</p> <p>In this workshop, we will focus on:</p> <ul style="list-style-type: none"> <li>• Different strategies for building your professional network.</li> <li>• What it means to build and maintain meaningful connections.</li> <li>• When and how to activate your network.</li> <li>• Strategies to access the hidden job market.</li> </ul>

## Other

32	Non-linear note taking with Remnote, a tool to recall everything related to your research (EN)	<p>Remnote is a freely accessible tool developed for non-linear note-taking and space repetition learning. What is non-linear note-taking? It is the very useful ability to connect concepts and topics across any note that you take (literature review, course, etc.), providing a structure to accumulated knowledge based on the ideas and concepts themselves rather than the sequences in which the notes were taken or the structure of the base material. Remnote also proposes a built-in tool for "spaced repetition learning" which helps you beat the infamous forgetting-curves.</p> <p>Why Remnote? It is free, it has a desktop software that works offline, and all data can be backed up locally.</p>
33	Summer School "Boost Your Career" (EN/FR)	<p>The Summer School is intended for ULB doctoral, post-doctoral and non permanent researchers willing to acquire tools to prepare and develop their career, in particular outside of academia.</p> <p>Summer school objectives This summer school aims to help participants define a realistic career plan and start an effective job search process.</p> <p>Tools and methodologies The interactive workshops include case studies, brainstorming, role-playing, simulations, concrete examples and exercises alone, in pairs or groups. Personalized career coaching will be planned with each participant between both sessions.</p>
34	Visibility & academic social networking (EN)	<p>This webinar is intended for all ULB researchers. It deals with the visibility of your work in general through academic social networks and the visibility of your articles in particular through Open Access, bibliographic databases and ORCID. The webinar is intended to be interactive and participants will be encouraged to share their experience on using networks, especially during the pandemic.</p>