PRE-DOCTORAL PROGRAMME
CHINA

4-15 July 2022

SYLLABUS | **2 ECTS / 56 STUDY HOURS** | **INTERACTIVE ONLINE LEARNING**

Pre-Doctoral Programme for Chinese PhD students

CONTACT

For questions about the pre-doctoral programme: predoc-china@vu.nl

Universiteit Leiden — The Netherlands

VU — VRIJE UNIVERSITEIT AMSTERDAM

rijksuniversiteit groningen

TABLE OF CONTENTS

1. PROGRAMME OVERVIEW

Programme infopage	https://vu.nl/en/research/more-about/bridging-pre-doctoral-programmes
Programme name	Pre-doctoral training
Duration	Two weeks
Academic providers	This programme is a joint initiative by three top Dutch universities: Leiden University, University of Groningen and Vrije Universiteit Amsterdam.
Short description	The Pre-doctoral training is specifically designed to meet the needs of Doctoral-level international students. The ambition is to support incoming Chinese PhD students with a better preparation for their PhD trajectories at a Dutch University. The Pre-doctoral training is the perfect stepping-stone to a prestigious Dutch Doctoral degree.

Over the years, we have witnessed an increasing need of PhD students to develop research skills and competences, reinforce academic writing skills in English, and boost presentation skills to commence successfully their PhD trajectory.

With this intensive programme we aim to prepare PhD students for the start of their PhD trajectories in the Netherlands, by equipping them with the necessary research, academic writing and soft skills to manage the PhD research challenges most students commonly encounter.

The programme consists of 4 modules:
Module 1 Academic English Writing
Module 2 Academic Competences
Module 3 Soft Skills Training
Module 4 Dutch Crash Course

With practical insights on 'life in the Netherlands', the Dutch culture and the Dutch academic system, the programme informs your expectation for the time ahead of you and makes the move and transition to the Netherlands easier and faster.

The programme ends with an Award Ceremony during which the participants present the PhD proposals they have developed during the training in an innovative and engaging way, suitable for varied audiences. At the end of the ceremony, participants are awarded a certification of attendance. |
| **Time period** | 4-15 July 2022 |

Delivery modality	Online education in combination with offline recorded lectures Training participants are expected to have a stable internet connection to participate in the online sessions
Programme level	PhD students
Target group	The programme is open to all first year Chinese PhD students who have been selected for a doctorate programme in the Netherlands 36 students maximum
Application requirements	**Compulsory:** 1. CV (updated and including picture) 2. Master degree certificate or similar 3. Short PhD research outline (up to 800 words, 1 page excluding references) according to the provided template* **Highly recommended:** 4. English language skills -> IELTS 6.5 (applicants who hold an IELTS 6.5 or equivalent certificate will be given priority) 5. Acceptance letter from a Dutch university (PhD students who hold an admission letter from a Dutch University will be given priority) **All submitted documents should be in English** ***Template for PhD research outline** *Attention: applications which do not follow the template for PhD research outline provided below will be automatically rejected!* • Name and date • Title of your research • Background (*introduction to your PhD research topic*) • Problem statement and research justification (*what is the problem you want to study? why is it important to address this problem?*) • Main research question • Research methodology (*brief overview of proposed methodological approach, if available already*) • References
Application period	Opening date: 1 April 2022 Closing date: 6 June 2022 Applicants will be informed about the outcome of the selection process by 10 June 2022
How to apply	Submit your application and all required documents via https://academictransfer.typeform.com/predoc2022china PhD students who have already been selected for a doctorate programme in the Netherlands should inform their supervisors regarding the participation in the pre-doctoral training before submitting their application.

1. PROGRAMME OVERVIEW

Tuition fees	1.750 RMB (approx. EUR 250) including course material and certificate
	No course fee for PhD students registered at Vrije Universiteit Amsterdam, Leiden University and University of Groningen who have been awarded a scholarship from the China Scholarship Council (CSC)
Other costs	No additional costs in case of online training
Programme Coordinators	Sabina Di Prima (Vrije Universiteit Amsterdam) Jing Zheng (University of Groningen)
Lecturers	Ms. Denyse Snelder, PhD (Vrije Universiteit Amsterdam) Mr. Henk van den Heuvel, PhD (Vrije Universiteit Amsterdam, Director CIS) Ms. Sabina Di Prima, MSc and PhD student (Vrije Universiteit Amsterdam) Ms. Elly Dutton, PhD (Leiden University) Ms. Philomeen Dol, PhD (Leiden University) Ms. Salome Scholtens, PhD (University of Groningen) Ms. Xuefei Knoester-Cao, MSc (University of Groningen, Director Confucius Institute)
Guest Lecturer	Ms. Sandra Hasanefendic, PhD (Vrije Universiteit Amsterdam)
Teaching / learning methodology	**Interactive group sessions** During these sessions, basic concepts and theories will be discussed, specific issues related to the literature will be further explained, and certain topics will be zoomed in on. These group sessions will elicit active participation which contributes to higher teacher engagement, and is pivotal for the learning experience. **Skills building exercises** Within each module we will use exercises to engage students in active participation and development of research, writing and communication skills. **One-to-one coaching sessions** Individual coaching on academic competences and academic English writing will be provided to build on each student's strengths and address specific areas of improvement. **Self-study** The success of any learning experience is strongly dependent on the engagement with the materials and assignment provided. A substantial amount of individual studying is required. The programme uses mandatory articles, videos and other material as point of departure.
Language	English

1. PROGRAMME OVERVIEW

Evaluation
- **Presentation on PhD research proposal (20%)** - elevator pitch presentation (5 min)

- **Written Research Proposal (80%)** - The research proposal reflects the extent to which you mastered the subject of by demonstrating that you are able to clearly elaborate on a research topic of your choice — and in the correct words (writing part is critical as well as ability to argument cohesively). The research proposal is written during the two-week online course. What is assessed is the draft version of the proposal, attendance, assignments related to the writing or rewriting of the proposal and active participation.

Attendance requirements
Participants are expected to attend and actively participate in the full programme and do all the assignments to obtain the certificate. Mandatory presence of at least 80% of the classes; max 20% justified absence communicated via email to the course coordinators.

Programme hours
56 study hours (2 x 28 hours = 2 ECTS)

ECTS
2 credits

Please consult with your graduate school and supervisor whether the ECTS will be recognized as part of your PhD training.

Certification
At the end of the programme, participants will be awarded a certificate which counts for 2 ECTS based on the syllabus of the entire programme and their active participation.

Content
The pre-doctoral programme focuses on four core elements:

Module 1: Academic English Writing
Development of academic English writing skills. This module aims to help students develop and expand their skills for writing reports, articles, books and dissertations in English. Students will learn how to write in language that is both effective and appropriate for academic texts.

Module 2: Academic Competences
Development of innovative research skills. This is done by reflecting and elaborating on PhD students' research ideas and preliminary research proposals. Through a series of intensive sessions the PhD students will get a deeper understanding of the relevance of their topic, its integration within broader streams of literature and identify the appropriate methodology(ies) to tackle the addressed topic. In other words, this part of training offers PhD students a profound understanding of research tasks ahead and sets the stage for a successful start on the doctoral journey.

1. PROGRAMME OVERVIEW

Content

Module 3: Soft Skills Training

Communicating and presenting research to varied audiences and promoting research for maximum outreach. Immersing PhD students in such soft skill training will consolidate their research project ideas and help better prepare for academic discussions with peers. It will also facilitate their introduction to the department and faculty as they will be able to clearly and easily explain their research topic. Additionally, it should enable them to keep track and stay on top of their research progress, thus contributing to timely thesis completion.

Module 4: Dutch Crash Course

Social and cultural exploration of the Dutch culture and language. This module focuses on expectation management. PhD students will get insights on what doing a PhD in the Netherlands means. Differences between the Dutch Higher Education system and the Chinese one will be highlighted as well as the different approach to managing research projects. PhD students will also receive practical tips about working and living in the Netherlands. As part of this module, two special moments could be chosen (in the evening after the classes) in which PhD students can voluntarily participate in an alumni gathering. During these events, PhD alumni will share personal experiences of their PhD trajectory in the Netherlands through short presentations and Q&A.

Learning goals

This programme has the following objectives:

- Equip PhD students with necessary research, presentation and academic English writing skills to successfully engage in their PhD trajectory
- Support PhD students in the development of a structured and scientifically grounded preliminary research proposal
- Offer a stronger base for the start of the PhD trajectory
- Foster better integration of incoming Chinese PhD students in the Dutch academic system and culture

Study materials

We will provide all material for the course

COORDINATORS

Coordinator	Ms. Sabina Di Prima (MSc, PhD student)
	sabina.diprima@vu.nl
Profile	Sabina Di Prima holds a MSc in Environment and Resource Management from the Institute for Environmental Studies (IVM) of the Vrije Universiteit Amsterdam (VU). She is a Sustainable Land Management specialist at the VU Centre for International Cooperation (since 2006). Sabina is also a PhD student at the Athena Institute of the VU. She conducts transdisciplinary research on the topic of Nutrition-Sensitive Agriculture addressing issues of food systems transition, food insecurity and malnutrition among vulnerable rural communities in Lao PDR and Vietnam.
Affiliation	Vrije Universiteit Amsterdam (VU)

Coordinator	Ms. Jing Zheng (MSc)
	j.zheng@rug.nl
Profile	Jing Zheng is a project officer for East Asia in the Office of International Strategy and Relations (ISR) in the University of Groningen, the Netherlands. Her projects are mainly related to the cooperation with higher education institutes in China, Korea and Mongolia. Jing grew up in Beijing, China, studied in the USA and obtained her Master degree of Science in Interactive Media from Quinnipiac University in Connecticut, and her Master degree of Fine Arts in design and technology from Parsons School for Design in NYC, and now she works and lives in Groningen. She is interested in understanding and appreciating culture differences and is always trying to find a way to bridge cultural gaps.
Affiliation	University of Groningen

LECTURERS

Lecturer Ms. Denyse Snelder (PhD)

d.j.r.m.snelder@vu.nl

Profile Denyse J. Snelder obtained her MSc in landscape ecology in 1985 from the University of Amsterdam and a PhD in 1993 at the University of Toronto, Canada, based on research directed at vegetative control of soil erosion in the semi-arid Baringo District, Kenya. Up to December 2012, she had a dual position, one as senior specialist Sustainable Land and Water Management at the Centre for International Cooperation, Vrije Universiteit Amsterdam, and another as associate professor at the Institute of Environmental Sciences Leiden (CML), Leiden University, The Netherlands

Affiliation Vrije Universiteit Amsterdam (VU)

Lecturer Mr. Henk van den Heuvel (PhD), Director CIS

henk.vanden.heuvel@vu.nl

Profile Dr. Henk van den Heuvel has a broad experience in Higher Education in an international perspective, in particular in developing contexts. He was trained as a political scientist with a specialisation in International Relations at Radboud University (Nijmegen). In 2008 he obtained his PhD degree in organisation sciences from Vrije Universiteit Amsterdam. During his PhD studies, he worked as a researcher and lecturer at the Faculty of Social Sciences at Vrije Universiteit Amsterdam.

Affiliation Vrije Universiteit Amsterdam (VU)

LECTURERS

Lecturer	Ms. Elly Dutton (PhD)
	e.m.dutton@hum.leidenuniv.nl
Profile	Dr. Elly Dutton is a linguist, editor and language coach. Originally from the UK, she moved to the Netherlands in 2010 to study. She obtained her PhD in Linguistics from Leiden University in 2019. Her doctoral research focused on language processing and linguistic diversity. Elly has taught academic writing at both undergraduate and graduate level, and regularly edits texts for academic writers. She is also involved in curriculum and materials development for academic writing courses at Leiden University.
Affiliation	Leiden University

Lecturer	Ms. Philomeen Dol (PhD)
	p.h.dol@hum.leidenuniv.nl
Profile	Team Leader skills/Foreign Language Teacher, Faculty of Humanities, Leiden Uni Center for Linguistics and ATC English. After her training as a linguist, Philomeen Dol studied law at the University of Leiden. She currently teaches legal English to law students at Leiden University. In addition, she teaches academic writing at various levels and leads the English section of the Academic Language Centre at Leiden University.
Affiliation	Leiden University

LECTURERS

Lecturer	Ms. Salome Scholtens (PhD)
	s.scholtens@rug.nl
Profile	Salome Scholtens (PhD) is a senior trainer and coach in professional development, (intercultural) communication and personal leadership skills at the Groningen University and at the University Medical Centre Groningen, the Netherlands. She trains master and bachelor students as well as PhD students and their supervisors on a variety of professional and communication skills. She is a qualified university teacher trained in system dynamics in organisations and systemic coaching. In addition, she did numerous training courses such as nonviolent communication and she performs research on the training methods that she uses.
Affiliation	University of Groningen

Lecturer	Ms. Xuefei Knoester-Cao (MSc), Director Confucius Institute
	x.cao@rug.nl
Profile	Xuefei Knoester-Cao, Director of Groningen Confucius Institute and Senior Policy Advisor in the area of International Relations to the Board of the University of Groningen. She holds a Master's degree in International Business from the University of Groningen. She is also the Board member of the European Study Centre in Tsinghua University and Project leader of Dutch Studies Centre in Fudan University, China. She has worked, among others, as a business consultant in Shanghai and as a researcher in economics at the Netherlands Economic Institute.
Affiliation	University of Groningen

GUEST LECTURER

Lecturer   Ms. Sandra Hasanefendic (PhD)

s.hasanefendic@vu.nl

Profile   I am an assistant professor in Science, Business and Innovation at the Faculty of Science of the Vrije Universiteit Amsterdam. As an interdisciplinary and international scholar with broader expertise in the field of science and technology, I currently work on topics related to business, innovation and sustainable value creation in the life science industry as well as energy. I am involved in setting up and deploying projects related to tech appropriation for radical innovation in healthcare and advancing current therapeutics and care pathways for patients with different chronic and occupational diseases. Additionally, I participate in research related to techno-economic modelling and future foresight for photovoltaics in specific China regions.

Affiliation   Vrije Universiteit Amsterdam

MODULE 1   ACADEMIC ENGLISH WRITING

Description
The component Academic Writing aims to develop and expand the skills required to write reports, articles, books and dissertations in English. The course helps students to write in language that is both effective and appropriate for academic texts. General topics such as effective language use and register will be covered. In addition, this course will address a number of key grammar issues commonly faced by Chinese speakers when writing in academic English, such as sentence structure, verb forms and tenses, and pronoun agreement.

Hours
This module comprises five sessions of 1.5 hours per each group of students in the course of the two-week training. This is supplemented by one-to-one coaching in the second week of the course.

Teaching methodology
The course will be taught using a variety of teaching methods: instruction by the tutor, peer review assignments in groups, self-reflection assignments and individual study. The taught sessions will be supported by coaching sessions in the second week of the course.

Assignments
- Before the start of the course, students will be asked to write a short self-reflection (max 1 page) about themselves, their academic/ professional ambitions and which aspects of Academic English they would most like to improve.
- Following each session, students will be asked to reflect on and improve their own writing in terms of the topics covered in class. These assignments will include writing, reviewing and revising their own preliminary research proposal as well as short sections of other academic text.

Study materials
Study materials will be provided by the tutor during the course. Recommended additional reading and resources will also be indicated by the tutor as needed.

MODULE 2   ACADEMIC COMPETENCES

Description This module is suitable for PhDs from different disciplines who like to improve their competences in developing and writing a research proposal. Although disciplines vary in research content, their broad approach in terms of operational steps in the research process is similar, addressing questions such as what to research (decide) and why (justify) and how to do the research (design and plan). This module will concentrate on the following steps in research proposal development: generating innovative research ideas, reviewing the literature, formulating a research problem that it is clearly linked to the research questions or objectives, developing a conceptual framework that captures the information needed to answer the research questions, and conceptualizing a research design that covers research methodologies for each of your research questions.

Hours This module comprises five sessions of 2 hours and one of 1.5 hours. This is supplemented by one-to-one coaching in the second week of the course.

Teaching methodology The approach that we will follow is to start with reflecting and elaborating on the PhD students' research ideas and preliminary research proposals. Then, through a series of intensive sessions the PhD students will get a deeper understanding of the relevance of their topic, its integration within broader streams of literature and scientific debates providing the contours of a conceptual framework, and identify appropriate methodology(ies) to tackle the addressed topic.

Study materials Creswell J W (2014). *Research design: Qualitative, quantitative and mixed methods approaches.* 4th edition. London: Saga publications Inc.

Kumar R. 2019. *Research methodology: a step-by-step guide for beginners*. 5th edition. SAGE Publications Ltd, London. The 3rd edition of 2011 is available online: http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf

Lantsoght E. 2016. *Top PhD advice from start to defense and beyond: focus on the Netherlands with universal tips & tricks*. Edited by Francien Horrevorts, Academic Transfer & bookboon.com; https://bookboon.com/en/top-phd-advice-from-start-to-defense-and-beyond-ebook

Assignments The students will work on and progressively refine their preliminary research proposal through four assignments (see details below).

Assignment 1 **Formulation of research questions and objectives**

Go back to your submitted research proposal and review your overall and sub research questions and / or objectives (and hypothesis, if any) paying attention to:
- The verbs used (e.g. are these strong or weak verbs)
- The wording (clearly and unambiguously in words and ideas)
- Main versus sub- / specific question (e.g. check number of aspects covered per sub-objective)
- Whether the specific objectives jointly cover all relevant aspects of the research problem (referred to in your main objective or research question) that you plan (and will be able) to study (as far as you can judge at this time of course)

Assignment 2 **Writing the background and justification of research**

Write a paragraph (review and adjust the concerned paragraph in your proposal) on the background and justification of your research, based on a review of the literature. Given the short time available, we do not expect a complete review based on an exhausting list of references but a total of 5 - 10 articles and / or chapters of books will be sufficient. Important is that you structure your paragraph addressing the following points:

Intro to topic
- What is the situation of your topic (introduce topic)?

Statement of problem
- What is the problem you like to study? what is the key issue?
- What is the size of the problem? Is there evidence of the problem? (show data from literature that indicate the size of the problem)

Justification
- Why is it important to address this problem? (Set out the reasons for undertaking this particular study)
- Why do you think your research problem or question is worth investigating, why is it important for the academic field (scientific relevance; indicate knowledge gap)?
- Why would your research create valuable and useful knowledge?
- What is the societal relevance? Any ethical aspects?

Assignment 3 | **Developing a conceptual framework**

Make a visual representation of a conceptual framework (if possible, based on an existing theoretical framework) that relates to your research problem. Think about aspects selected from existing theories that may become the basis of your research or inquiry.

Steps for developing a conceptual framework:

1. Find relevant literature - use search engines like
- http://scholar.google.com/;
- http://www.plosone.org/;
- http://www.bioone.org/;
- http://iopscience.iop.org/1468-6996/;
- http://www.sciencedirect.com/;
- http://www.doaj.org/;
- http://www.getcited.org/

2. Review the literature (limit the number of sources to about 10 key articles): identify themes (based on theories) and issues that are of relevance to your research which in turn can serve as a basis for developing a conceptual (or theoretical) framework.

3. Organise the findings from the literature materials you have reviewed into these themes.

4. Select the most important aspects from these themes that relate to your specific research problem (the information you have gathered relate to thematic areas and associated issues in which your research is embedded, however, not all may be of direct or specific relevance to your research problem; hence, select those that are of direct relevance).

5. Identify relationships between themes, examine the type of relationship among themes, e.g. positive/negative influence, functional relationship, and identify a hierarchical structure (if any).

6. Make visual representations of this information and write a short paragraph explaining the visual.

The following points concerning the knowledge status and knowledge gap will help you in developing an innovative framework:
- What do we know, and what not, about the research problem?
- What are key references and relevant theory (-ies)? (refer to a few)
- What are key factors influencing the research problem?
- What is the current scientific debate related to the problem?

Assignment 4 **Developing a methodological framework**

Make a visual representation of your research methodology (in the form of a framework diagram, a table or a flow chart). In doing so, note the following points:

1. Mention the type of overall research design (e.g., cross-sectional, before and after, longitudinal design, or…) you plan to use.
2. Identify a methodology for each specific research question or objective and make this visible in your framework.
3. Don't forget the time perspective in your framework:
    • Determine your reference period (e.g., retrospective, prospective, retrospective-prospective)
    • Distinguish different phases and / or sequences in time for your methodologies.
4. Write a short paragraph explaining the framework.

MODULE 3   SOFT SKILLS TRAINING

Description | This module is suitable for PhDs from different disciplines who seek to explore and enhance their soft skill abilities. In this module, we will be working on your communication and presentation skills. You will learn how to promote and pitch your PhD research work in a concise and engaging way by identifying the essence of your message, providing enough evidence to support it, and ensuring your audience feels addressed, involved and motivated to give you feedback.

The aim of the course is to develop the basic presentation skills necessary for successful PhD trajectories, taking into account the need for context/ situation-based adaptations.

The module includes a mapping of vital subskills for academic presentation. The focus is on essence, structure and context. Participants will share their prior experience with presenting and are encouraged to identify areas for improvement, which allow for individual skills development. We will apply a model for structuring a presentation, define criteria for reaching your audience and explore the effects of an intercultural context on effective presenting. In this module, we will also explore different communication and presentation styles, with attention to the cultural dimensions. The accent will be on: personal strengths, adaptability and interaction. Participants will practice by adapting their presentation style to the needs of the audience for better interaction and more valuable Q&A.

Hours | This module comprises five sessions of 1.5 hours per each group of students in the course of the two-week training.

Teaching methodology | An experiential learning approach will be used. Participants will develop their presentation skills and mindset by acting, reflecting, exploring, experimenting and receiving/ giving feedback. For the best effect, active participation is required.

Assignments | The soft skill-sharpening will occur through a progression of interlinked assignments which stimulate participants to activate and build on the experience and insights acquired in each session. The assignments will help participants to develop specific aspects of presentation skills.

Study materials | Study materials (including handouts and links to videos) will be provided by the lecturers in preparation for each class. Furthermore, guidelines to advanced presentation skills with practical advices on preparation, structuring for clarity, signposting, referencing, and dealing with Q&A plus examples from 3MT (3-minute thesis) competitions will be also distributed.

4. PROGRAMME SCHEDULE

Thursday 30 June 2022

NL time (lecturers)	China time* (students)	Group	Activity	Lecturer
9:30-11:00	15:30-17:00	G1 + G2	**Meet and Greet event**	Facilitator: Jing Sabina Regina

4. PROGRAMME SCHEDULE

The programme runs from Monday 4 July to Friday 15 July 2022
Lecturers will give short breaks (10 min) during their classes
* Beijing is the reference location for the China time

Monday 4 July 2022

NL time (lecturers)	China time* (students)	Group	Activity	Lecturer
8:00-9:00	14:00-15:00	G1 + G2	Introduction to the pre-doctoral training programme	Facilitator: Xuefei All lecturers
9:00-11:00	15:00-17:00	G1 + G2	**Module 2: Academic Competences** • Introduction to module and assignments • Introduction to research	Denyse and Henk
11:00-11:30	17:00-17:30		BREAK	
11:30-13:00	17:30-19:00 (parallel session)	G1	**Module 1: Academic English Writing**	Elly and Philomeen
11:30-13:00	17:30-19:00 (parallel session)	G2	**Module 3: Soft Skills Training** Mapping of vital subskills for academic presentation. Key themes: essence, structure, context. • Participants share their prior experience with presenting and identify areas for improvement • Apply a model for structuring a presentation • Define criteria for reaching their audience • Explore the effect of an intercultural context on effective presenting Assignments for next session: watch video on communication styles; read "Guidelines for advanced presentation skills" (handout).	Salome
13.00-14.00	19:00-20:00	G1 + G2	**Module 4: Dutch crash course**	Xuefei

4. PROGRAMME SCHEDULE

Tuesday 5 July 2022

NL time (lecturers)	China time* (students)	Group	Activity	Lecturer
8:00-9:30	14:00-15:30 (parallel session)	G2	**Module 1: Academic English Writing**	Elly and Philomeen
8:00-9:30	14:00-15:30 (parallel session)	G1	**Module 3: Soft Skills Training** Mapping of vital subskills for academic presentation. Key themes: essence, structure, context. • Participants share their prior experience with presenting and identify areas for improvement • Apply a model for structuring a presentation • Define criteria for reaching their audience • Explore the effect of an intercultural context on effective presenting Assignments for next session: watch video on communication styles; read "Guidelines for advanced presentation skills" (handout).	Salome
9:30-10:00	15:30-16:00		BREAK	
10:00-12:00	16:00-18:00	G1 + G2	**Module 2: Academic Competences** Designing and developing a research proposal • Formulation of a research problem and research justification *Preparing for assignment 1 (draft title and question/objectives) and 2 (justification)*	Denyse and Henk
12:00-12:30	18:00-18:30		BREAK	
12:30-13:00	18:30-19:00	G1 + G2	**Module 2: Academic Competences** How to deal with your supervisor and how is it to study in the Netherlands • Power relations • The importance of being pro-active and inquisitive (questioning) • Planning of time and availability • Role of supervisory meetings • Receiving vs. demanding feedback	Sandra
13:00-14:15	19:00-20:15	G1 + G2	**Module 2: Academic Competences** Designing and developing a research proposal • Literature review	Sabina

4. PROGRAMME SCHEDULE

NL time (lecturers)	China time* (students)	Group	Activity	Lecturer
8:00-9:30	14:00-15:30 (parallel session)	G1	**Module 1: Academic English Writing**	Elly and Philomeen
8:00-9:30	14:00-15:30 (parallel session)	G2	**Module 3: Soft Skills Training** Communication and presentation styles. Key themes: personal strengths, adaptability, interaction. • Explore different communication and presentation styles, with attention to the cultural dimensions • Practice adapting the presenter's style to the needs of the audience for better interaction and a more effective Q&A. • Practice parts of the pitch applying the "Guidelines for advanced presentation skills" (handout). Assignments for next session: watch a 5-minute video on what makes a persuasive presenter; read a text on principles of receiving and one on giving feedback (handout).	Salome
9:30-10:00	15:30-16:00		BREAK	
10:00-11:30	16:00-17:30 (parallel session)	G2	**Module 1: Academic English Writing**	Elly and Philomeen
10:00-11:30	16:00-17:30 (parallel session)	G1	**Module 3: Soft Skills Training** Communication and presentation styles. Key themes: personal strengths, adaptability, interaction. • Explore different communication and presentation styles, with attention to the cultural dimensions • Practice adapting the presenter's style to the needs of the audience for better interaction and a more effective Q&A. • Practice parts of the pitch applying the "Guidelines for advanced presentation skills" (handout). Assignments for next session: watch a 5-minute video on what makes a persuasive presenter; read a text on principles of receiving and one on giving feedback (handout).	Salome
11:30-14:00	17:30-20:00		**Self-study**	

4. PROGRAMME SCHEDULE

Thursday 7 July 2022

NL time (lecturers)	China time* (students)	Group	Activity	Lecturer
8:00-10:00	14:00-16:00	G1 + G2	**Module 2: Academic Competences** Designing and developing a research proposal • Theory of Knowledge • Conceptual and theoretical frameworks _Feedback on assignment 1 (draft title and question/ objectives)_ _Preparing for assignment 3 (conceptual framework)_	Denyse and Henk
10:00-10:30	16:00-16:30		BREAK	
10:30-12:00	16:30-18:00 (parallel session)	G1	**Module 1: Academic English Writing**	Elly and Philomeen
10:30-12:00	16:30-18:00 (parallel session)	G2	**Module 3: Soft Skills Training** Preparing a short presentation of the essence of your message (pitch). Key themes: practice, giving and receiving feedback, assumption busting. • Guided development of a draft pitch for the final presentation of the pre-doc training applying skills and ideas from session 1 and 2 • Practice giving and receiving feedback as essential skills for presentations of research progress Assignments for next session: prepare a draft pitch; identify specific subskills for feedback; watch a video on physical exercises; read a three-page text on how assumptions drive our behaviour.	Salome
12:00-12:30	18:00-18:30		BREAK	
12:30-14:00	18:30-20:00 (parallel session)	G2	**Module 1: Academic English Writing**	Elly and Philomeen
12:30-14:00	18:30-20:00 (parallel session)	G1	**Module 3: Soft Skills Training** Preparing a short presentation of the essence of your message (pitch). Key themes: practice, giving and receiving feedback, assumption busting. • Guided development of a draft pitch for the final presentation of the pre-doc training applying skills and ideas from session 1 and 2 • Practice giving and receiving feedback as essential skills for presentations of research progress Assignments for next session: prepare a draft pitch; identify specific subskills for feedback; watch a video on physical exercises; read a three-page text on how assumptions drive our behaviour.	Salome

4. PROGRAMME SCHEDULE

	Friday 8 July 2022			
NL time (lecturers)	**China time* (students)**	**Group**	**Activity**	**Lecturer**
8:00-9:30	14:00-15:30 (parallel session)	G1	**Module 1: Academic English Writing**	Elly and Philomeen
8:00-9:30	14:00-15:30 (parallel session)	G2	**Module 3: Soft Skills Training** Practicing the pitch (PART I). Key themes: effectiveness, connecting, focus • Practice your pitch paying attention to voice and pronunciation as well as connecting with the audience • Practice peer-to-peer feedback • Address individual participants' concerns regarding effective presenting and possible (perceived) obstacles. <u>Assignment for next session:</u> work on your pitch! Apply the feedback and instructions provided to further improve your pitch.	Salome
9:30-10:00	15:30-16:00		BREAK	
10:00-11:30	16:00-17:30 (parallel session)	G2	**Module 1: Academic English Writing**	Elly and Philomeen
10:00-11:30	16:00-17:30 (parallel session)	G1	**Module 3: Soft Skills Training** Practicing the pitch (PART I). Key themes: effectiveness, connecting, focus. • Practice your pitch paying attention to voice and pronunciation as well as connecting with the audience • Practice peer-to-peer feedback • Address individual participants' concerns regarding effective presenting and possible (perceived) obstacles. <u>Assignments for next session:</u> work on your pitch! Apply the feedback and instructions provided to further improve your pitch.	Salome
11:30-14:00	17:30-20:00		**Self-study**	

4. PROGRAMME SCHEDULE

Saturday 9 July 2022			Self-study	
Sunday 10 July 2022				
Monday 11 July 2022				

NL time (lecturers)	China time* (students)	Group	Activity	Lecturer
8:00-10:00	14:00-16:00	G1 + G2	**Module 2: Academic Competences** Designing and developing a research proposal • Validity and reliability of research • Research design and methodology • Methodological framework _Feedback on assignment 2 (justification)_ _Preparing for assignment 4 (methodological framework)_	Denyse and Henk
10:00-10:30	16:00-16:30		BREAK	
10:30-12:00	16:30-18:00 (parallel session)	G1	**Module 1: Academic English Writing**	Elly and Philomeen
10:30-12:00	16:30-18:00 (parallel session)	G2	**Module 3: Soft Skills Training** Practicing the pitch (PART II). Key themes: individual development, effective slides. • Address individual participants' concerns • Guidance for further improvement in view of the course final presentation Assignment: practice your pitch at home in preparation for the final presentations	Salome
12:00-12:30	18:00-18:30		BREAK	
12:30-14:00	18:30-20:00 (parallel session)	G2	**Module 1: Academic English Writing**	Elly and Philomeen
12:30-14:00	18:30-20:00 (parallel session)	G1	**Module 3: Soft Skills Training** Practicing the pitch (PART II). Key themes: individual development, effective slides. • Address individual participants' concerns • Guidance for further improvement in view of the course final presentation Assignment: practice your pitch at home in preparation for the final presentations	Salome

4. PROGRAMME SCHEDULE

Tuesday 12 July 2022

NL time (lecturers)	China time* (students)	Group	Activity	Lecturer
8:00-10:00	14:00-16:00	G1 + G2	**Module 2: Academic Competences** Finalization of research proposal: interactive session with questions & answers _Feedback on assignment 3 (conceptual framework)_	Denyse and Henk
10:00-10:30	16:00-16:30		BREAK	
10:30-14:00	16:30-20:00 **(parallel session)**	tbd	**Module 2: Academic Competences** One-to-one coaching	Denyse and Henk
10:30-14:00	16:30-20:00 **(parallel session)**	tbd	**Module 1: Academic English Writing** One-to-one coaching	Elly and Philomeen

4. PROGRAMME SCHEDULE

Wednesday 13 July 2022

NL time (lecturers)	China time* (students)	Group	Activity	Lecturer
8:00-11:00	14:00-17:00 (parallel session)	tbd	**Module 2: Academic Competences** One-to-one coaching	Denyse and Henk
8:00-11:00	14:00-17:00 (parallel session)	tbd	**Module 1: Academic English Writing** One-to-one coaching	Elly and Philomeen
11:00-11:30	17:00-17:30		BREAK	
11:30-14:00	17:30-20:00 (parallel session)	tbd	**Module 2: Academic Competences** One-to-one coaching	Denyse and Henk
11:30-14:00	17:30-20:00 (parallel session)	tbd	**Module 1: Academic English Writing** One-to-one coaching	Elly and Philomeen

4. PROGRAMME SCHEDULE

Thursday 14 July 2022

NL time (lecturers)	China time* (students)	Group	Activity	Lecturer
8:00-9:00	14:00-15:00	G1 + G2	**Module 4: Dutch crash course**	Xuefei
9:00-11:00	15:00-17:00 (parallel session)	tbd	**Module 2: Academic Competences** One-to-one coaching	Denyse and Henk
9:00-11:00	15:00-17:00 (parallel session)	tbd	**Module 1: Academic English Writing** One-to-one coaching	Elly and Philomeen
11:00-11:30	17:00-17:30		BREAK	
11:30-14:00	17:30-20:00	tbd	**Presentations**	All lecturers

4. PROGRAMME SCHEDULE

Friday 15 July 2022

NL time (lecturers)	China time* (students)	Group	Activity	Lecturer
8:00-10:30	14:00-16:30	tbd	**Presentations**	All lecturers
10:30-11:00	16:30-17:00		BREAK	
11:00-13:30	17:00-19:30	tbd	**Presentations**	All lecturers
13:30-14:00	19:30-20:00	G1 + G2	**Award ceremony**	Facilitator: Xuefei All lecturers

Photo courtesy of Leiden University