

Spring Campus, April 1-5, 2019

## PhD Workshop

### Training sessions offered on April 4<sup>th</sup> 3-5:30pm

We offer four different training modules in the framework of the PhD workshops. Accepted participants can choose one of the trainings offered. Below you find the titles and short descriptions of the topics and objectives of each session as well as a short bio of the trainer.

Please send an email to Katrin Risch ([Katrin.risch@fu-berlin.de](mailto:Katrin.risch@fu-berlin.de)) by **March 1**, indicating your **first and second choice for a training**. Places will be allocated on a first come first serve basis.

#### Training I: Logframes and Work Breakdown Structures – Core Elements of Research Proposals

**Prof. Brigitta Schütt, Freie Universität Berlin**

The structure of research proposals includes several standard components, which all have to intertwine. The generation of a work breakdown structure – frequently displayed in so-called log-frames – is a key component to plan a project course and to define work packages and milestones. Beyond, it offers the possibility to crosscheck whether all objectives are targeted, whether all methods explained are really applied, whether the schedule is feasible etc. During the workshop, we will exercise by an everyday life example how to develop a work breakdown structure. Subsequently, some examples from real research proposals will be discussed and it will be demonstrated how work breakdown structures can be transferred into log-frames.

**Brigitta Schütt** is Professor for Physical Geography and acted as Vice President for Sustainability in Teaching and Research at Freie Universität Berlin from 2010-2018. Since 2012 she is a member of the German National Academy of Sciences “Leopoldina”. Britta Schütt initiated the implementation of the Master study program “Water Management” at the German-Kazach University, Almaty which was funded by the DAAD. Her research focus is on reconstruction of palaeo-environments, late quaternary palaeo-climate, environmental history, soil erosion and watershed management. She also developed different e-learning courses and materials. Her regional interests include the drylands of the old world, central Europe, Iberian Peninsula, Eastern Africa.

#### Training II: Research-Ethics

**Prof. Pascal Borry, KU Leuven**

During this session, an overview of international research ethics guidelines, norms and principles will be given. Attention will also be devoted to the functioning of research ethics committees, with specific attention to elements, such as the (1) Scientific design and conduct of the study; (2) Risks and potential benefits; (3) Selection of study populations and recruitment of research participants; (4) Inducements, financial benefits and financial costs; (5) Protection of research participants’ privacy and confidentiality; (6) Informed consent process and (7) Community considerations. This will be done through case-based interdisciplinary discussions that mimic the functioning of research ethics committees.

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**Pascal Borry** is associate professor of bioethics at the Centre for Biomedical Ethics and Law (University of Leuven, Belgium). His research is focused on fundamental and applied research in bioethics. His main research activities are concentrated on the ethical, legal and social implications of genetic and genomics. He published among other issues on topics such as direct to consumer genetic testing, public health genomics, biobanking, research on human tissue, genetic testing, preconceptional screening and neonatal screening. Pascal Borry is involved in various national and international research projects. He is also Vice-chair of the COST ACTION IS1303 Citizen's Health through public-private Initiatives: Public health, Market and Ethical perspectives (CHIP ME). He is program director of the Master of Bioethics and teaches medical ethics to medical students. Within the university he is member of the steering group YouReCa (Young Researchers Careers). Recently he became member of the Ethics Committee of the World Anti-Doping Agency.

### **Training III: Shaping Sustainability Discourses through Academic Writing**

**Dr. Andrea Kölbel, VDI/VDE IT GmbH**

This workshop will help students from different disciplinary backgrounds to improve their analytical and writing skills in order for them to participate successfully in sustainability discourses. Sustainability has become a sprawling umbrella concept and a major industry which brings together researchers, policymakers, practitioners and advocacy groups. To engage with these various stakeholders in an effective manner, content knowledge alone is not sufficient. Rather, a rhetorical understanding of diverse debates surrounding sustainability is essential to communicate the findings and implications of research in this multifaceted field. Themed around questions of what it means to live and act sustainably, this workshop is designed to train students' academic communication skills. The workshop is structured around different writing exercises which will enable students to identify academic and non-academic stakeholders and their specific agendas for sustainability and to compose an academically sound text that is shaped according to a specific purpose, genre, occasion, and audience.

**Andrea Kölbel**, DPhil (Oxon.), has gained extensive experiences in academic communication as part of her involvement in higher education programmes in countries in Asia, Africa, Europe and the Middle East. She holds a doctorate in human geography from the University of Oxford and an MBA from the Central European University in Budapest. As a research associate at the Freie Universität Berlin, she helped to set up international university collaborations and taught on the topics of sustainability, globalization and forced migration. Previously, she served as an education officer for the UN refugee agency. She successfully completed a course on teaching and learning support in higher education and is accredited as an Associate Fellow of the Higher Education Academy, UK. Since 2018 she has been working for the VDI/VDE-IT as a project manager for the Tenure-Track-Program. She has written about international education and sustainable development in the form of research papers, policy briefs, strategy papers and press statements.

### **Training IV: Program Theory – A Tool for Participatory Planning and Evaluation**

**Sebastian Niedlich, Freie Universität Berlin**

The tool of program theory centers on the idea that projects, initiatives, interventions, etc. ("programs") are based on assumptions about underlying problems and cause-effect relationships. Program theories

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aim to identify the causal chains that lead to the intended outcomes and aim to explain how a program can contribute to setting these causal chains in motion. Program theories focus on practical use and draw, among other things, on the knowledge and experience of program managers and stakeholders. This participatory component makes program theories a useful tool for program planning as well as (learning-oriented) evaluation – particularly in the context of sustainable development with its focus on co-creative transformation. The workshop outlines the key components of program theories and steps to their development. Theoretical input is combined with practical examples and small exercises.

**Sebastian Niedlich** is research associate at the Department for Education and Psychology (Division of General Education) at Freie Universität Berlin. His research focus is on educational governance, education for sustainable development, and trust in educational settings. He also has long experience in the field of evaluation in general and the application of program theories in particular. In addition to carrying out a large number of program evaluations, he has been providing trainings in evaluation and related areas (e.g. results-oriented management) to evaluation professionals, public administrations and civil society institutions.